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ABSTRACT

This manual provides reading materials and exercises to teach reading and corollary academic skills. It also exemplifies a method of creating learner-centered materials relevant to the adult student. Teacher materials found at the beginning of the manual include a curriculum guide for obtaining oral histories; the guide is an effective vehicle for motivation of individual and group student participation in the preparation of materials. These steps are outlined: stimulating students to talk, taping or student writing, transcribing, editing, and developing exercises. Suggestions are offered for teaching beginning readers, all students, and the advanced student. The manual is divided into eight sections, defined by themes (topics) that students discussed. Each section contains one to nine stories. Exercises follow each story. Contents of three additional sections are old sayings, old remedies, and maps. Answer keys conclude the manual. (YLB)

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TEACHING READING
THROUGH
ORAL HISTORIES

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ACKNOWLEDGEMENTS

This manual is dedicated to all who participated in the Lutheran Settlement House Women's Program ABE/GED Project on Oral Histories. They willingly and unselfishly shared their family and personal histories which enabled us to continue to fulfill one of the ideals of the Women's Program, the development of learner-centered curriculum.

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Finally, but most importantly, I thank all women for their "STRENGTH IN BEING".

INTRODUCTION

This manual has been developed to provide reading materials and exercises that can be utilized in the teaching of reading and corollary academic skills and to exemplify a method of creating learner-centered materials, relevant to the adult student.

Adult learners bring to the classroom many skills and experiences. Educators can employ these skills and life experiences to teach the adult student. By utilizing a curriculum relevant to the students' lives, questions and concerns are raised that extend beyond the decoding of the written word.

A curriculum development process that incorporates issues raised by students and enables those students to become active participants in their learning process, not only increases retention and completion rates, but also changes the students' view of themselves from passive learners to active agents within their classroom and within their own communities.

This curriculum development process focused on the adult learner was developed by Lutheran Settlement House Women's Program as a part of its educational program for community women in the Fishtown/Kensington section of Philadelphia. The goals of the Women's Program are empowerment of women through education, personal awareness and support, and employment counselling. The Women's Program encompasses adult basic education classes, high school equivalency classes, self-development workshops, a bilingual crisis hotline for abused women, a displaced homemaker project, a Job Search Project, a Clerical/Computer Literacy Training Program, a Pre-Training Project, individual and group counselling, and free childcare for all participants.

The philosophy of the Women's Program is that staff, teachers, and students function most productively in an environment in which they exercise some control through their contributions to the content and design of the program. The curriculum development process utilized in the development of this manual was designed to extend this philosophy to students.

The essential element in the creation of learner-centered curriculum is the development of a trusting classroom atmosphere based on mutual respect. In order to avoid an authorative environment and create a trusting atmosphere for adult learners to share their experiences and backgrounds, teachers need to view themselves as facilitators of the learning process.

Teachers can initiate this process by actively listening to students and by utilizing techniques that encourage student participation. These techniques include: brainstorming, free writing and affinity groupings.

For this manual on Oral Histories, students talked about their families and backgrounds and their information was taped. The curriculum developer edited and organized the material according to the issue being discussed and developed exercises and discussion questions for each story.

A more detailed description of these techniques can be found in "Building Multi-Cultural Awareness...An Approach To Learner Centered Curriculum Development" by Dr. Wendy Luttrell, available from the Lutheran Settlement House Women's Program.

These techniques share three goals: 1) Encourage student involvement and participation. 2) Improve teachers/students mutual respect and listening skills as people share their experiences and ideas. 3) To generate knowledge and experience among students and teachers that can be used as curriculum topics.

BRAINSTORMING

Brainstorming involves listing everyones' spontaneous responses to a story, a picture, or a question. These responses are both in reaction to the initial stimulus and to other people's contributions. All contributions are considered equally valid and significant. For instance, brainstorming could utilize the question, "How would you feel if you were the person in the picture or story?" The responses could then be conceptually grouped and categorized.

Key Word exercises are more controlled than brainstorming in that each student responds to a story, a picture, or a question prior to hearing other students responses. For example, an instructor could ask each student to list five words that describe her or him as a woman or man. These responses are then listed, discussed and can be employed to develop codifications (stories, pictures or poems) that embody issues or themes raised by students.

FREE WRITINGS

Free writings are writings by students that are not corrected for grammar, spelling or punctuation, but read for content and ideas.

AFFINITY GROUPINGS

Affinity groupings are small discussion groups that enable everyone to participate.

The purpose of these techniques is to create a classroom atmosphere in which students feel respected and safe. Once this trustful atmosphere is created within the classroom, the development of materials can be initiated. The teacher can begin with brainstorming about a subject raised by students, listen to the underlying themes and issues and locate a codification or have students write about or discuss the topics among themselves.

In narrating their stories, students unilaterally spoke of the lives of both Women and Men as almost separate beings lacking inter-relationships. Hard times was related as being associated with both groups though the overall emphasis was women's hardships. Discrimination was an issue students often related as it affected them and their families. Thus, the thematic arrangement of the material is based on similarities within the stories.

As teachers utilize this manual to teach reading, they should feel free to expand the discussion questions comparing and contrasting their experiences of different racial, ethnic and gender groups, stimulating students to consider not only what was and what is but to critically think and act upon what can be.

TO THE TEACHER/TUTOR

Encouraging students to feel good about themselves and their ability to learn is vital to a successful adult learner program. Stimulating students to talk about their lives and experiences, and then utilizing this discussion as a vehicle for more formal instruction is one successful method for ensuring active student participation. The following guide is the technique developed and used by the Lutheran Settlement House Women's Program; it has proved to be a highly effective vehicle for motivation of individuals and group student participation in the preparation of materials for this manual.

CURRICULUM GUIDE TO OBTAIN ORAL HISTORIES

Materials Needed:

Teacher:

- Tape recorder/cassette tapes
- Blackboard and chalk
- Transcription materials
- Video material (optional)

Students:

- Writing materials (if students can write)

Procedure:

STEP I: BRAINSTORMING

Question: What do you think about when you think about the lives of your grandparents and/or parents. (If student doesn't remember either, an older relative or friend can be substituted).

NOTE: There are no right or wrong answers. All responses are to be written on the blackboard.

Question: How would you group these? Which ones do you think belong together?

NOTE: Write down headings students give.

STEP II: KEY WORD

List one or all of the headings from the brainstorming exercise on the blackboard to one side.

Question: When you look at this/these heading(s) what one word can you think of that would sum up or best describe your grandparents'/parents' lives?

NOTE: List only one word responses on the blackboard.

STEP III: TAPINGS OR STUDENT WRITINGS

Question: What is it about your grandparents'/parents' lives that made you come up with this word? Tell me/us about their lives.

NOTE: If taping in a class, focus on one student at a time, though other students may interject from time to time. Complete taping one student at a time to simplify transcribing. You may need to periodically ask specific questions to illicit more details, clarity or additional information.

STEP IV: TRANSCRIBING

When transcribing from tapes have a separate pad for each student who participated. This will make the transcription easier if a student made comments while another student was being taped. Write the comments on the pad for that student, later placing it in its proper sequence during the student's own narrative.

NOTE: When transcribing, write word for word what the student relates. This step can be ommitted if student(s) is/are writing oral history(s).

STEP V: EDITING

There is no need to expound on the edition process, but a word of caution may be needed. It is important to remember when editing not to change the idea or message the student is trying to impart. Correct grammar is needed, but try to leave as much as possible as told/written by the student so it will remain her/his story.

STEP VI: EXERCISES

Once editing is completed, exercises can be developed to each language arts, reading comprehension, critical thinking, math, geography, history, free writing, etc, depending on the context obtained.

Educators need to recognize that the adult learner, although she/he may be a non-reader or beginning reader, comes to the learning situation with definite skills, among which is their ability to analyze situations. The need, therefore, is to promote students' application of the analytical survival skills they already possess to the learning situation.

The exercises after each story are designed to aid the students in the development and expansion of their reading and comprehension skills as well as promoting critical thinking about issues of concern, values and stereotypes. The exercises are not meant to be an end in and by themselves; they are examples that, while aiding students, will encourage facilitators to develop additional exercises for the stories. They may also aid educators in the development of other learner-centered materials. It is suggested that the manual be used as a supplemental resource collaterally with traditional learning materials.

The manual is divided into sections, defined by themes (topics) which students discussed. Teachers of beginning readers may wish to review the stories and exercises in order to utilize them effectively as students are introduced to a new concept. Suggestions for working with a beginning reader are included below.

I. SUGGESTIONS FOR TEACHING BEGINNING READERS

A. Following many of the stories there are exercises for the beginning reader that emphasize vowel sounds, beginning and ending sounds, marking vowels and crossing out silent letters. Instructors may wish to have the student complete these exercises before reading the stories. Below is a listing of the stories that contain exercises for the beginning reader. These exercises can be completed in written or oral form.

1. SECTION: IN THE BEGINNING
   The Customs of My Mother and Father
   Where It Started
   Family Beginnings
2. SECTION: HARD TIMES
   Old Times
   Growing Up
   Trying To Make It
3. SECTION: WOMEN'S LIVES
   My Grandmother
   My Family Background
   My Mother

4. SECTION: MEN'S LIVES
   My Father
   My Family Background
   My Relatives
5. SECTION: DISCRIMINATION
   Growing Up
   Being Indian
   My Family
6. SECTION: GROWING UP
   When We Were Young
7. SECTION: CHANGING TIMES
   Then and Now
8. SECTION: FEATURE STORY
   In The Beginning

B. BREAKING IT DOWN

Some of the stories are longer than others. It is important not to overwhelm the beginning reader even though they will be eager to read as they begin to progress. Therefore, it is recommended that the longer stories be read in parts or sections at different sessions or orally by the teacher initially and later by students as their confidence begins to develop. As each story part is read, exercises in placing events in sequential order can be developed to further aid students in their comprehension of the stories.

Teachers may wish to have students complete the exercises for beginning readers to prepare them for the vocabulary in the story before actually starting the story. For beginning readers facilitators may want to begin with the shorter stores listed below.

1. SECTION: IN THE BEGINNING
   Family Beginnings
   Where It Started

2. SECTION: HARD TIMES
Back In Those Days
Old Times
Growing Up
My Parents
3. SECTION: WOMEN'S LIVES
My Mother's Grandparents
My Grandmother
Jobs
My Family Background
The Women In My Family
A Woman's Life
4. SECTION: MEN'S LIVES
My Family
Jobs
My Father
My Grandfather's Life
My Family Background
My Relatives
5. SECTION: DISCRIMINATION
Growing Up
Coming From Puerto Rico
My Family
6. SECTION: GROWING UP
School
When We Were Young
My Family

Throughout the manual the issues that were raised based on the stories should help students to identify their place within society and how the structure of society and their place within it impacts on their daily lives.

Supplementary discussion questions can be developed to illustrate differences and similarities among cultures, social classes and sexes. By using discussion questions, students, teachers and tutors are able to discern the differences between cultural norms and stereotypes. Therefore, the purpose of this manual is twofold:

1. To improve the student's reading and comprehension skills.
2. To provide a non-threatening arena for challenging misconceptions about each other, conscious raising about and increasing awareness of misnomers associated with racial, cultural, ethnic and sexual groups.

2. SUGGESTIONS FOR ALL STUDENTS

A. Geography

With many of the stories, geography questions have been included where appropriate. Additional geographical material can be developed by asking students about their family roots, where their family came from, etc. The students may then locate the state, city, country or continent on a map. Teachers may also have the student trace a route to Philadelphia on a map from where their family originated.

B. Discussion Questions

Discussion questions have been developed around issues that surfaced during the preparation of each story. Additional discussion questions may be included while students are reading a story or after they have completed an individual section or groups of sections. For example, after completing the sections on Women's Lives and Men's Lives, the following questions can be raised:

1. Is there a difference in the lives the women led and the lives the men led? If so, how are they different? How are they similar?
2. Are women's and men's lives different or similar today? How?
3. How did women relate to the family? To outsiders? How did men relate to the family? To outsiders?
4. What roles did women have in the family? The men? How were these roles different/similar?

III. SUGGESTIONS FOR THE ADVANCED STUDENT

A. Free Writing

Educators may wish to include more free writing exercises than those in the manual. Students can begin by writing short paragraphs; then progress to writing short stories. An example of adding a free writing exercise is:

> The section "IN THE BEGINNING" contains a story by Nereida Morales entitled, "WHERE IT ALL STARTED". The story tells about Nereida's parents working on a farm in Puerto Rico. For a free writing exercise, ask the student to imagine she/he is a farm worker. The student is to write what farm life is like or what they do as a farm worker.

These are but a few of the exercises available and only a sampling of the possibilities than can be developed. The primary goal must always be to make learning relevant for the student. As she begins or continues the journey to learn to read the written word, it is important to begin with something known before introducing something new. These suggestions are just that, suggestions. It is hoped they will help you in working with your student population.

IN THE BEGINNING

I. THE CUSTOMS OF MY MOTHER AND FATHER

JOSEPHINE VINGUIERRA

II. WHERE IT STARTED

NEREIDA MORALES

III. FAMILY BEGINNINGS

MARIA J. RODRIQUEZ

THE CUSTOMS OF MY MOTHER AND FATHER

JOSEPHINE VINGUIERRA

My mother and father were both born in Italy. The both of them came from small towns. My mother came from Naples and my father came from (fō gēē) Foggia.

Both of these towns are located not too far from Rome. In fact, they are on the outskirts of Rome. From what my mother and father said, both towns were very picturesque filled with mountains, narrow roads, farmlands, tiny little houses situated on the mountain sides, a lot of canals alongside the streets, people singing and dancing in the streets, so very many fountains located in the center of the streets. How the violinist would walk along the streets playing their music.

My parents also said if you owned your own farm in Italy, you were considered wealthy.

My mother's people came to America when she was just a little girl. My father did not come to America until he was in his teens. Most of my father's family are still living in Italy. My mother and father met on the boat coming to America. When they landed in America, they both came to Philadelphia because they had some of their family there.

I really don't remember too much about my mom because she died when I was still a little girl. Then my father and older sister raised the rest of the children.

MY FATHER TALKED A LOT ABOUT HIS COUNTRY AND HIS HOME TOWN. HE WAS A VERY STRICT AND ALSO VERY SUPERSTITIOUS PERSON. WITH ALL OF MY BROTHERS AND SISTERS, WHEN HE TOLD YOU TO DO SOMETHING, YOU BEST DO IT. SOMETIMES HE WOULD SIT ALL OF US DOWN AND TALK FOR HOURS ABOUT HIS HOMETOWN. HE TOLD US ABOUT THEIR CUSTOMS, MUSIC, WINE, ART, LANGUAGE, FOOD AND MOST OF ALL ABOUT THEIR FAMILY TRADITIONS. HOW MOST OF THE FAMILIES CAME TOGETHER WHEN THERE WAS A PROBLEM. THEN THEY WOULD ALL STICK TOGETHER TO HELP ONE ANOTHER. HE TOLD US HOW RELIGIOUS THE PEOPLE WERE IN HIS TOWN AND THAT HE ALWAYS WANTED US TO BE AS RELIGIOUS. THAT ALL OF THE FAMILY SHOULD ALL BE THERE TO HELP EACH OTHER. MY FATHER ALSO TOLD EACH AND EVERYONE OF HIS CHILDREN TO "ALWAYS BE PROUD OF YOUR HERITAGE AND NATIONALITY."

THERE ARE SO MANY THINGS THAT I REMEMBER ABOUT MY FATHER AND MOTHER THAT IT MAY TAKE DAYS TO WRITE IT ALL DOWN ON PAPER, BUT THE MOST IMPORTANT THING WAS THEIR LOVE FOR ONE ANOTHER AND THEIR CHILDREN.

EXERCISES

RHYMING WORDS

WRITE FOUR WORDS THAT RHYME WITH THE FOLLOWING WORDS FROM THE STORY:

BORN	FAR	MET	HAD

MAKING NEW WORDS

FILL IN THE BLANK SPACE(S) TO FORM NEW WORDS. FIND THE WORD IN THE STORY AND CIRCLE IT.

___ARM
___ ___ILL
___OAT
___ ___MEMBER
___OWN
___OTHER

___IT
___OWN
___TICK
___IS
___ANTED
___OURS

EVER___ONE
YOU___
THIN___ ___
THE___ ___
CHILD___ ___ ___

SCRAMBLED WORDS

THESE WORDS ARE MIXED UP. UNSCRAMBLE THEM AND WRITE THEM CORRECTLY ON THE SPACE PROVIDED. THE FIRST ONE HAS BEEN DONE FOR YOU.

ALMSL SMALL______ YMAN____________ NYTOCUR____________
SEHTE ____________ LUWDO____________ GTHAREIE____________
REWE ____________ CUMIS____________

COUNTING SYLLABLES

WRITE THE NUMBER OF SYLLABLES AFTER EACH WORD AND DIVIDE THE WORDS INTO SYLLABLES

BOTH ______________ ____________________
LOCATED ______________ ____________________
MOUNTAINS ______________ ____________________
AMERICA ______________ ____________________
PHILADELPHIA ______________ ____________________

SOUNDS

WHAT TWO LETTERS IN PHILADELPHIA TOGETHER MAKE THE SAME SOUND AS THE LETTER "F"?

____

ROOT WORDS

WRITE THE ROOT (MAIN) WORD FOR THE FOLLOWING:

PICTURESQUE __________________________
DANCING __________________________
SINGING __________________________
CONSIDERED __________________________
LIVING __________________________
NATIONALITY __________________________

VOCABULARY

DEFINE THE FOLLOWING AND USE THE WORD IN A SENTENCE.

HERITAGE
NATIONALITY
PICTURESQUE
TRADITION
CANAL

VOWEL SOUNDS

TELL WHETHER THE VOWEL IN THE FIRST SYLLABLE IS LONG (L) OR SHORT (S). WRITE L OR S IN THE BLANK NEXT TO THE WORD.

NARROW ______________________
CENTER ______________________
BECAUSE ______________________
LITTLE ______________________
SOMETHING ______________________
PROBLEM ______________________
PAPER ______________________

GEOGRAPHY

LOCATE ITALY ON THE MAP
LOCATE NAPLES ON THE MAP
ON WHAT CONTINENT IS ITALY LOCATED?
WHAT IS THE CAPITOL OF ITALY?
WHAT SHAPE DOES ITALY HAVE?
LOCATE ROME ON THE MAP
LOCATE FOGGIA ON THE MAP
LOCATE PHILADELPHIA ON THE MAP
IN WHAT STATE IS PHILADELPHIA LOCATED?
TOWNS ON THE OUTSKIRTS OF CITIES WE CALL THE SUBURBS OR COUNTIES. CAN YOU NAME ANY COUNTIES OUTSIDE OF PHILADELPHIA?

COMPREHENSION QUESTIONS

HOW OLD WAS JOSEPHINE'S FATHER WHEN HE CAME TO AMERICA?
WHERE DID HE COME FROM?
WHAT DID YOU HAVE TO OWN TO BE CONSIDERED WEALTHY IN ITALY?
WHEN JOSEPHINE'S PARENTS CAME TO AMERICA, WHERE DID THEY GO?

DISCUSSION QUESTIONS

IF YOU OWNED LAND IN ITALY YOU WERE CONSIDERED WEALTHY. WOULD YOU LIKE TO OWN LAND? WOULD OWNING LAND MAKE YOU WEALTHY? ARE THERE OTHER WAYS TO MEASURE WEALTH? WHAT KIND OF THINGS WOULD YOU NEED TO BE CONSIDERED WEALTHY? IS IT IMPORTANT TO BE WEALTHY?

JOSEPHINE'S FATHER TOLD THEM ABOUT THEIR CULTURE, MUSIC ART, LANGUAGE, FOOD AND FAMILY TRADITIONS. DISCUSS YOUR CULTURE, FOODS THAT ARE ASSOCIATED WITH YOUR ETHNIC GROUP, ETC. HAVE ANY CUSTOMS OR FAMILY TRADITIONS CHANGED? IF SO, WHAT ARE THEY? HOW HAVE THEY CHANGED? WHY DO YOU THINK THEY'VE CHANGED?

JOSEPHINE'S FATHER TOLD THEM "ALWAYS BE PROUD OF YOUR HERITAGE AND NATIONALITY." ARE YOU PROUD OF YOURS? WHY OR WHY NOT? IS IT IMPORTANT TO BE PROUD OF YOUR HERITAGE AND NATIONALITY IN A "MELTING POT" LIKE AMERICA? EXPLAIN YOUR ANSWER.

WHERE IT STARTED

NEREIDA MORALES

BOTH OF MY PARENTS AND GRANDPARENTS COME FROM A SMALL TOWN CALLED SAN LORENZO, LOCATED SOUTHEAST OF THE ISLAND OF PUERTO RICO.

SAN LORENZO, AT THE TIME BOTH MY PARENTS AND GRANDPARENTS WERE RAISED, WAS A VERY HUMBLE TOWN. IT CONSISTED MOSTLY OF FARM WORKERS.

THE FARM WORKERS' MAIN INCOME CAME FROM TOBACCO AND CATTLE. THEY ALSO PLANTED CERTAIN FOODS THAT WOULD ONLY GROW IN TROPICAL WEATHER, SUCH AS PLATINOS (PLANTAINS), BOTATAS (SWEET POTATOES), ALSO FRUITS SUCH AS QUENEPAS (SMALL ROUND GREEN FRUITS WITH WHITE PULP INSIDE THE SHELL AND A ROUND SEED) AND MANY OTHERS.

THE PEOPLE AT THAT TIME IN SAN LORENZO WERE VERY HARD WORKERS. THEY STARTED THEIR CHORES BEFORE SUNRISE AND WERE NOT DONE TILL AFTER SUNDOWN.

EVERYONE KNEW MOST FAMILIES IN THIS SMALL TOWN. NEIGHBORS LOOKED OUT FOR EACH OTHER'S NEEDS, SUCH AS: TRADING FOODS, HELPING EACH OTHER WITH THE CHORES AND MANY OTHER THINGS. THEY ALL TREATED EACH OTHER LIKE A BIG FAMILY IN THIS LITTLE TOWN CALL SAN LORENZO.

EXERCISES

BEGINNING SOUNDS

WRITE TWO WORDS FROM THE STORY THAT BEGIN WITH THE SAME SOUND AS THE FOLLOWING WORDS.

BOTTLE ____________________ ____________________
FISH ____________________ ____________________
CAT ____________________ ____________________
TREE ____________________ ____________________
SUN ____________________ ____________________

ENDING SOUNDS

WRITE A WORD FROM THE STORY THAT ENDS WITH THE SAME SOUND AS THE FOLLOWING WORDS.

DRUM ____________________ ____________________
LITTLE ____________________ ____________________
CUP ____________________ ____________________
RUN ____________________ ____________________
LUNCH ____________________ ____________________

RHYMING WORDS

WRITE TWO WORDS THAT RHYME WITH THE FOLLOWING WORDS FROM THE

STORY ____________________ ____________________
TOWN ____________________ ____________________
SMALL ____________________ ____________________
MAIN ____________________ ____________________
GROW ____________________ ____________________
SHELL ____________________ ____________________

HIDE AND SEEK

WRITE THE LITTLE WORDS THAT ARE IN THE FOLLOWING WORDS.

LOCATED ____________ ____________
SMALL ____________ ____________
PARENTS ____________ ____________ ____________
WEATHER ____________ ____________ ____________ ____________
SHELL ____________ ____________
STARTED ____________ ____________ ____________
TOWN ____________ ____________

FROM THE STORY

WRITE A WORD FROM THE STORY THAT MEANS THE SAME AS:

MEEK ________________________
EXCHANGING________________________
ASSISTING ________________________
DAWN ________________________
DUSK ________________________

SYNONYMS

WRITE A WORD FROM THE STORY THAT SOUNDS LIKE THE FOLLOWING WORDS.

WOOD ________________________
RAZED ________________________
MANE ________________________
WHETHER ________________________
NEW ________________________
AWL ________________________
FOUR ________________________

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES.

ISLAND ______________________________

CONSISTED ______________________________

TOBACCO ______________________________

HUMBLE ______________________________

PEOPLE ______________________________

COMPOUND WORDS

WRITE THE TWO WORDS THAT MAKE UP THE FOLLOWING COMPOUND WORDS.

EVERYONE ____________________ ____________________

SUNRISE ____________________ ____________________

SUNDOWN ____________________ ____________________

SOUTHEAST ____________________ ____________________

INCOME ____________________ ____________________

INSIDE ____________________ ____________________

AROUND ____________________ ____________________

COMPREHENSION QUESTIONS

WHAT WAS THE MAIN SOURCE OF INCOME OF THE FARM WORKERS?

WHEN DID THE PEOPLE START WORK?

WHAT DID THE NEIGHBORS DO FOR EACH OTHER?

FAMILY BEGINNINGS

MARIA J. RODRIQUEZ

ALL OF OUR FAMILY ARE OF SPANISH SPEAKING LANGUAGE. MY PARENTS AND GRANDPARENTS WERE BORN IN PUERTO RICO. THEY WERE RAISED NEAR THE SUGAR CANE FIELD. THEY WERE NOT ONLY RAISED NEAR THE SUGAR CANE FIELD, BUT ALSO HAD TO WORK IN THE FIELD.

THE RISING HOURS WERE BETWEEN FOUR AND FIVE-THIRTY IN THE MORNING. IN THOSE DAYS THERE WAS TIME FOR PLAY AND VISITING FRIENDS AND NEIGHBORS SINCE THERE WERE NO TELEVISION SETS AVAILABLE. BEDTIME WAS BETWEEN EIGHT AND EIGHT-THIRTY AT NIGHT.

MY MOTHER RECALLS THAT HER PARENTS SPENT A LOT OF EVENING HOURS TALKING TO THEM AND TELLING THEM STORIES AND OLD WIVES TALES.

PARENTS ALSO SPENT TIME TEACHING THEIR CHILDREN DISCIPLINE AND GOOD MANNERS.
HOUSEWORK WAS ALWAYS IMPORTANT TO THEM, LIKE COOKING, SEWING, IRONING AND CLEANING.

EXERCISES

SILENT LETTERS

CROSS OUT THE SILENT LETTERS IN EACH WORD. WRITE V IF IT IS A VOWEL OR C IF IT IS A CONSONANT.

RAISED ____________
FIELD ____________
NIGHT ____________
FRIENDS ____________
CANE ____________

LONG AND SHORT VOWELS

DRAW A RING AROUND THE LONG VOWELS IN EACH WORD - UNDERLINE THE SHORT VOWELS. CROSS OUT ANY SILENT LETTERS.

SPEAKING
RISING
PARENTS
FAMILY
EVENING

PREFIXES

ADD ONE OF THESE PREFIXES TO THE FOLLOWING WORDS TO MAKE NEW WORDS: RE, PRE, UN, DIS

SET ________OR__________ CLEAN ________OR________
SPENT ______________________ PLAY ________OR________
DISCIPLINED ______________________
COOKED ________OR __________

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES:

SPANISH ______________ ______________

BETWEEN ______________ ______________

MANNERS ______________ ______________

SUGAR ______________ ______________

FAMILY ______________ ______________

ONE WORD SYLLABLES

WRITE THE WORD WITH ONE SYLLABLE IN THE BLANK

ONLY, THIRTY, BORN ____________________

RECALLS, NEAR, STORIES ____________________

ALSO, PLAY, PARENTS ____________________

ALWAYS, CHILDREN, GOOD ____________________

FIELD, TEACHING, NEIGHBORS ____________________

LIKENESSES AND DIFFERENCES

UNDERLINE THE PART OF EACH WORD THAT IS ALIKE; DRAW A LINE THROUGH EACH PART THAT IS DIFFERENT.

FOUR	HOUR
MORNING	VISITING
THEY	THEM
SPEAKING	TEACHING

COMPREHENSION QUESTIONS

WHAT TIME DID MARIA'S FAMILY GET UP IN THE MORNING?
WHAT TIME DID THEY GO TO BED?
WHAT DID THEY DO FOR ENJOYMENT AND RELAXATION?

DISCUSSION QUESTIONS

MARIA'S PARENTS DID NOT HAVE A TELEVISION AND SPENT TIME WITH FAMILY AND FRIENDS. DO YOU THINK PEOPLE SPEND TOO MUCH TIME WATCHING TELEVISION? WHY OR WHY NOT? WHAT DO YOU THINK ARE THE ADVANTAGES AND DISADVANTAGES OF TELEVISION? EXPLAIN YOUR ANSWER.

IN THE STORY IT STATES "PARENTS ALSO SPENT TIME TEACHING THEIR CHILDREN DISCIPLINE AND GOOD MANNERS ." HOW DID YOUR PARENTS DISCIPLINE YOU WHEN YOU WERE GROWING UP? HOW DO YOU DISCIPLINE YOUR CHILDREN? ARE THERE SIMILARITIES/DIFFERENCES IN THE WAY YOUR PARENTS DISCIPLINED YOU AND HOW DO YOU DISCIPLINE YOUR CHILDREN? WHAT ARE THEY? DO YOU THINK CHILDREN NEED MORE DISCIPLINE TODAY? WHY OR WHY NOT?

HARD TIMES

BACK IN THOSE DAYS
CARMEN BURGOS

OLD TIMES
NILDA ORTIZ

KIND OF ROUGH
HERMAN MC MULLIN

GROWING UP
JOHN BYTHEWAY

MY PARENTS
STEVE HANRATTY

TRYING TO MAKE IT
SHARON SWEENEY

IT WASN'T EASY
LUBA HUK

BACK IN THOSE DAYS

CARMEN BURGOS

MY GRANDPARENTS CAME
FROM PUERTO RICO.
WHEN MY GRANDMOTHER
WAS YOUNG.
EVERYTHING WAS
OLD-FASHIONED.
HALF OF THE PEOPLE
DIDN'T CARE IF THEY
WENT TO SCHOOL OR NOT.
THEY DID HAVE A LOT
OF KIDS, THAT'S ONE THING.
THERE WAS NO TV
BACK THEN.
THEY HAD TO WORK.
THEY SENT THEIR KIDS
OUT TO GET PIECES
OF WOOD TO MAKE
A FIRE AND THEY
HAD TO CARRY WATER
IN TUBS ON TOP
OF THEIR HEADS.
BUT, FIRST THEY HAD
TO PUT SOMETHING ON
THEIR HEADS.
THEY USED TO WASH
CLOTHES BY HAND
NEAR THE RIVERSIDE.
THEY GREW THEIR OWN FOOD.
THEY WOULD COOK
OUTSIDE IN A CIRCLE
OF STONES.
IT WAS HARD BACK
IN THOSE DAYS.

EXERCISES

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES:

EVERYTHING ______________________________

FASHION ______________________________

CARRY ______________________________

CIRCLE ______________________________

WATER ______________________________

ANTONYMS

WRITE THE WORD THAT IS THE OPPOSITE OF THE FOLLOWING:

TOP ________________________

BACK ________________________

OLD-FASHIONED ________________________

HARD ________________________

COMPOUND WORDS

WRITE THE TWO WORDS THAT MAKE UP THE FOLLOWING WORDS:

GRANDPARENTS _______________ _________________

GRANDMOTHER _______________ _________________

EVERYTHING _______________ _________________

RIVERSIDE _______________ _________________

SOMETHING _______________ _________________

OUTSIDE _______________ _________________

FROM THE STORY

WRITE THE WORD IN THE STORY THAT MEANS:

NOT NEW ______________________________

A PART OF A WHOLE ______________________________

COMPREHENSION QUESTIONS

WHERE DID CARMEN'S GRANDPARENTS COME FROM?

DID MANY PEOPLE GO TO SCHOOL WHEN CARMEN'S GRANDMOTHER WAS A CHILD?

WAS LIFE EASY OR HARD WHEN CARMEN'S GRANDMOTHER WAS YOUNG? GIVE EXAMPLES.

DISCUSSION QUESTIONS

WHY DO YOU THINK CARMEN'S GRANDPARENTS DID NOT GO TO SCHOOL? WHAT ELSE DO YOU THINK THEY DID?

DO YOU THINK THEY HAD MORE CHILDREN THEN? WHY?

DID YOUR GRANDMOTHER HAVE MORE CHILDREN THAN YOUR MOTHER OR YOU? WHY OR WHY NOT?

WOULD YOU LIKE TO LIVE AS CARMEN'S GRANDMOTHER DID? WHY OR WHY NOT?

LIST THREE ADVANTAGES AND DISADVANTATES OF HAVING A WASHING MACHINE, TELEVISION, STOVE, SUPERMARKET, OIL OR COAL.

HOW DO YOU THINK IS WOULD FEEL TO MOVE FROM A RURAL COUNTRY WHERE YOU WASH BY HAND, GROW YOUR OWN FOOD, COOK OUT SIDE, AND GATHER FIREWOOD TO PHILADELPHIA.

FREE WRITING

Write a story about a woman moving from a rural country to Philadelphia. How does it feel? What is different? Do you like it? Do your children like it? Do people tease you and your children?

Write a story about a woman moving from Philadelphia to a place where there is no television, supermarket, or washing machine. What is her life like? How does she feel? How do her children feel?

OLD TIMES

NILDA ORTIZ

MY FATHER IS
85 YEARS OLD.
HE TOLD ME THAT
MY GRANDFATHER
DIDN'T SEND HIM
TO SCHOOL.
NONE OF THE KIDS
WENT TO SCHOOL.
THEY STAYED HOME
TO WORK ON THE FARM
AND TO HELP THEIR
FATHER.
THE GIRLS USED TO
HELP THEIR MOTHER
TAKE CARE OF THE HOUSE
AND THE OTHER CHILDREN.
THERE WERE 12 CHILDREN.
MY GRANDMOTHER HAD
TO MAKE DRESSES FOR
THE GIRLS BECAUSE
THEY COULDN'T AFFORD
TO BUY THEM.
THEY WOULD GROW
THEIR OWN FOOD AND
COOK IT.

LANGUAGE EXERCISES

FROM THE STORY

WRITE THE WORD FROM THE STORY THAT MEANS:

NOT ANY ______________________________

TO REMAIN ______________________________

TO PROVIDE FOR ______________________________

TO PURCHASE ______________________________

BEGINNING SOUNDS

WRITE THE WORD/WORDS FROM THE STORY THAT BEGIN WITH THE SAME SOUND AS IN:

TO ________ ________

THIS ________ ________ ________ ________ ________ ________

CAKE ________ ________ ________

GOOD ________

CHURCH ________

GREAT ________ ________ ________

MARKING VOWELS

MARK THE VOWELS IN THE FOLLOWING WORDS. CROSS OUT ANY SILENT LETTERS.

YEARS __________________________

SEND __________________________

WENT __________________________

USED __________________________

DRESSES __________________________

MATH

WRITE THE FOLLOWING NUMBERS AS WORDS

85_______________________ 12_____________________

IF NILDA'S FATHER IS 85 YEARS OLD NOW, WHAT YEAR WAS HE BORN IN? WRITE YOUR ANSWER AS A MATH PROBLEM.

COMPREHENSION QUESTIONS

WHY DIDN'T NILDA'S FATHER GO TO SCHOOL?

DID NILDA'S FATHER LIVE IN A RURAL OR AN URBAN AREA? HOW DO YOU KNOW THIS?

DISCUSSION QUESTIONS

WHY WOULD NILDA'S GRANDPARENTS KEEP THEIR KIDS HOME FROM SCHOOL? DO YOU KNOW PEOPLE WHO KEEP THEIR CHILDREN HOME FROM SCHOOL? WHY DO THEY DO IT?

WOULD YOU RATHER BE NILDA'S GRANDFATEHR OR GRANDMOTHER? WHY OR WHY NOT?

WHY DID HER GRANDFATHER WORK IN THE FIELD AND HER GRANDMOTHER WORK IN THE HOUSE? COULD THE GRANDFATHER HAVE WORKED IN THE HOUSE AND HER GRANDMOTHER WORKED IN THE FIELD? WHY OR WHY NOT?

KIND OF ROUGH

HERMAN MCMULLIN

MY PARENTS ARE
FROM COATSVILLE, PENNSYLVANIA.
I DON'T REALLY KNOW
MY GRANDFATHER OR GRANDMOTHER.
I WAS YOUNG WHEN THEY DIED.
MY DAD, HE DIED IN 1972.
IT WAS KIND OF
ROUGH FOR MY MOM.
SHE GOT MARRIED
WHEN SHE WAS FOURTEEN.
SHE HAD TWELVE KIDS.
TWO OF THEM DIED.
IT WAS KIND OF ROUGH
BACK THEN RAISING TEN OF US.
WHEN MY DAD DIED,
THINGS WERE REALLY ROUGH.
BETWEEN ME AND MY BROTHER,
WE'D FLIP A COIN.
I HAD HEADS
AND HE HAD TAILS.
IF HEADS CAME UP,
I WAS THE ONE TO GO OUT THERE
AND DO THE STICK-UPS
TO HELP SUPPORT MY MOM.
I HAD TO DO IT.
I HAD TO GO OUT THERE
RUNNING THEM STORES
AND GET THAT MONEY.
IT WAS GOOD FOR A WHILE
UNTIL I GOT CAUGHT.
I GOT CAUGHT IN 1973.
I GOT SENTENCED TO
FOUR TO EIGHT YEARS IN
THE STATE PENITENTIARY.
I CAME HOME IN 1978.
I REMEMBER, THOUGH, WHEN I
GOT LOCKED UP,
I CALLED MY MOM.
SHE SAID, "YOU MADE
YOUR BED, NOW YOU GOT TO
LIE IN IT."
SO, I LAY IN IT FOR FOUR
YEARS.

SHE KIND OF KNEW WHAT WAS
GOING ON.
BUT IT WAS A DECISION WHERE
INSTEAD OF ME AND MY
BROTHER
BOTH GOING OUT DOING IT,
INSTEAD OF US BOTH GOING
TO JAIL, ONE WENT.
SOMEBODY HAD TO STAY BEHIND
AND WATCH THE FAMILY.

EXERCISES

ANTONYMS

WRITE THE WORD THAT IS THE OPPOSITE OF:

YOUNG ____________________

ROUGH ____________________

BROTHER ____________________

LOCKED ____________________

STAY ____________________

SYNONYMS

WRITE THE WORD FROM THE STORY THAT CAN ALSO MEAN:

NICE ____________________

BABY GOATS ____________________

A TIME PIECE ____________________

HOMONYMS

WRITE A WORD THAT SOUNDS THE SAME, BUT HAS A DIFFERENT MEANING FROM THE FOLLOWING:

KNOW ____________________

I ____________________

FOR ____________________

TWO ____________________

TAILS ____________________

EIGHT ____________________

ONE ____________________

DO ____________________

MADE ____________________

SO ____________________

MATH

WRITE THE FOLLOWING WORDS AS NUMBERS.

FOURTEEN ____________________

TWELVE ____________________

TWO ____________________

TEN ____________________

FOUR ____________________

EIGHT ____________________

ONE ____________________

WRITE THE FOLLOWING NUMBERS AS WORDS.

1978 ____

____

1973 ____

____

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES:

SUPPORT ____________________ PENITENTIARY ____________________

PARENTS ____________________ DECISION ____________________

SENTENCE ____________________ INSTEAD ____________________

RHYMING WORDS

WRITE THE WORD FROM THE STORY THAT RHYMES WITH THE FOLLOWING.

TOUGH ______________________________

BOUGHT ______________________________

COMPOUND WORDS

WRITE THE WORDS THAT MAKE UP THE FOLLOWING COMPOUND WORDS.

SOMEBODY ____________________ ____________________

FOURTEEN ____________________ ____________________

GRANDFATHER ____________________ ____________________

GRANDMOTHER ____________________ ____________________

ROOT WORDS

WRITE THE ROOT WORDS FOR THE FOLLOWING.

DIED ____________________ MARRIED ____________________

RAISING ____________________ RUNNING ____________________

SENTENCED ____________________ LOCKED ____________________

GOING ____________________ DOING ____________________

VERB AGREEMENT

UNDERLINE THE CORRECT VERB.

It (is, are) kind of rough for my mom.
She (has, have) twelve kids.
Somebody (have, had) to stay behind and watch the family.
It (are, is) good for a while until I get caught.
I (was, were) caught in 1973.

GEOGRAPHY

Locate Pennsylvania on the map.
Locate Coatsville on the map.

COMPREHENSION QUESTIONS

What state is herman from?

What did Herman do to support his family?

When did Herman get caught?

What year did Herman come home?

DISCUSSION QUESTIONS

HOW OLD WAS HERMAN'S MOTHER WHEN SHE GOT MARRIED? HOW OLD WAS YOUR MOTHER WHEN SHE GOT MARRIED? HOW OLD WERE YOU? DO YOU THINK THAT THE AGE OF THE WOMAN MAKES A DIFFERENCE IN THE NUMBER OF CHILDREN SHE HAS OR IN HOW SHE RAISES HER CHILDREN? DOES THE AGE OF THE FATHER MAKE A DIFFERENCE?

TWO OF HERMAN'S SIBLINGS (BROTHERS AND/OR SISTERS) DIED AS CHILDREN. HAVE ANY OF YOUR BROTHERS OR SISTERS DIED AS YOUNGSTERS? DID ANY OF YOUR GRANPARENTS'/PARENTS' BROTHERS OR SISTERS DIE AS CHILDREN? IS THERE A DIFFERENCE IN THE NUMBER OF CHILDREN DYING AT A YOUNG AGE BETWEEN YOUR GENERATION AND YOUR GRANDPARENTS'/PARENTS'? WHY OR WHY NOT? HOW DOES IT FEEL TO HAVE A BROTHER OR SISTER DIE AS A CHILD?

HERMAN HELD UP STORES TO HELP SUPPORT HIS FAMILY. ARE THERE WAYS YOU HAVE HELPED TO SUPPORT YOUR FAMILY WHEN YOU WERE YOUNG? WHAT ARE SOME OF THE WAYS YOU HAVE MADE MONEY?

FREE WRITING

(SELECT ONE)

WRITE A DESCRIPTION OF ONE WAY YOU HAVE MADE MONEY AS A CHILD OR TEENAGER.

WRITE A SHORT STORY FROM HERMAN'S MOTHER'S POINT OF VIEW ABOUT HOW IT FELT TO BE MARRIED AT 14, HAVE HER HUSBAND AND TWO OF HER CHILDREN DIE, AND RAISE TEN CHILDREN. DID SHE HAVE FAMILY TO HELP? COULD SHE FIND WORK? HOW DO YOU THINK SHE FELT?

DESCRIBE HOW YOU THINK IT FELT TO BE IN JAIL.

WHAT DO YOU THINK WILL HAPPEN TO HERMAN NEXT? WRITE ABOUT IT.

GROWING UP

JOHN BYTHEWAY

MY FATHER SAID
IT WAS VERY TOUGH
GROWING UP.
HE LIVED IN DARBY.
THEY CALLED IT
THE MEADOWS,
WHEN HE WAS GROWING UP.
AS HE GOT OLDER,
HE JOINED A
MOTORCYCLE CLUB.
IT WAS PRETTY TOUGH.
HE HAS TWO SISTERS
AND THREE BROTHERS.
ALL THE BOYS WORKED
AFTER SCHOOL,
JUST SO THEY COULD
HAVE FOOD IN THE HOUSE.
THEY WOULD GO CHOP WOOD
FOR ONE NEIGHBOR,
DO CHORES FOR ANOTHER.
MY FATHER AND MY UNCLE,
RAN MOONSHINE IN A
MODEL T FORD.
THEY WOULD POUR IT
IN THE GAS TANK
AND RUN THE CAR ON IT.

EXERCISES

BEGINNING SOUNDS

WRITE TWO WORDS FROM THE STORY THAT BEGIN WITH THE SAME SOUND AS:

CHICKEN ____________________ ____________________
CAN ____________________ ____________________
TIME ____________________ ____________________

SILENT LETTERS

WRITE THE LETTER(S) YOU DO NOT HEAR IN THE WORD.

NEIGHBOR ____________________
MEADOWS ____________________
MOONSHINE ____________________

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES.

GROWING ____
MODEL ____
MEADOWS ____
SISTERS ____
PRETTY ____

COMPOUND WORDS

WRITE THE TWO WORDS THAT MAKE UP THE FOLLOWING WORDS:

MOTORCYCLE ____________________ ____________________
ANOTHER ____________________ ____________________
MOONSHINE ____________________ ____________________

SINGULAR AND PLURAL

WRITE THE PLURAL FORMS OF EACH OF THE FOLLOWING NOUNS.

MOTORCYCLE ____________________
CLUB ____________________
HOUSE ____________________
NEIGHBOR ____________________
TANK ____________________

WRITE THE SINGULAR FORM OF THE FOLLOWING NOUNS.

SISTERS ____________________
CHORES ____________________
BOYS ____________________
MEADOWS ____________________
BROTHERS ____________________

FROM THE STORY

WRITE A WORD FROM THE STORY THAT MEANS:

A JOB; TASK ____________________
TO BRING TOGETHER; UNITE ____________________

MATH

IF JOHN'S FATHER HAD TWO SISTERS AND THREE BROTHERS, HOW MANY CHILDREN WERE IN THE FAMILY? WRITE AS A MATH PROBLEM.

GEOGRAPHY

LOCATE DARBY ON THE MAP.

COMPREHENSION QUESTIONS

WHY DID THE CHILDREN WORK?

WHAT DID THEY DO WITH THE MOONSHINE?

DISCUSSION QUESTIONS

WHY DO YOU THINK THE BOYS WORKED AFTER SCHOOL BUT NOT THE GIRLS? WHAT DO YOU THINK GIRLS DID AFTER SCHOOL?

DO YOU THINK JOHN'S FATHER COULD HAVE RUN MOONSHINE WITH HIS SISTER? WHY OR WHY NOT?

ARE THERE DIFFERENT RULES FOR GIRLS THAN FOR BOYS? WERE THERE DIFFERENT THINGS BOYS AND GIRLS WERE ALLOWED TO DO? WHAT? IS THIS TRUE TODAY?

DO YOU THINK IT IS A GOOD IDEA FOR BOYS AND GIRLS TO BE RAISED DIFFERENTLY? WHY OR WHY NOT?

FREE WRITING

LIST THREE THINGS THAT YOU DID AS A CHILD THAT YOUR BROTHER OR SISTER COULD NOT DO BECAUSE OF THEIR SEX. WAS/IS THERE ANYTHING YOU WANT/WANTED TO DO THAT YOU CAN'T/COULDN'T BE BECAUSE OF YOUR SEX?

MY PARENTS

STEVE HANRATTY

My mother lived in southwest.
She originally lived
in Kensington, but her
mother left her with
some friends of hers.
She was about twelve
years old.
From there she grew
up in southwest
looking over at a
graveyard where the
K.K.K. use to burn
crosses.
She met my father
while visiting her
own mother. They
were married and lived
in southwest 27 years.
They had 11 children,
5 girls and 6 boys.
I'm in the middle.

My father worked in
a sugar house 22 years.
He went to 5th grade
and started working
at the age 16.
He stayed working
until he died.
My mother is still
alive, thank Jesus Christ!
She worked all her life
part-time while taking
care of her children.
There were hard times
and good times.

EXERCISES

FINISH THE WORD

WRITE SH, CH, TH, OR WH IN THE BLANK TO FINISH THE WORD.

__________ERE
__________ILE
__________ILDREN
__________E

FROM THE STORY

WRITE THE WORD IN THE STORY THAT MEANS:
TO GO OR COME TO SEE ____________________
BEGAN ____________________
IN THE CENTER ____________________
NOT COPIED ____________________
TO REMAIN ____________________

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES.
ORIGINALLY ____________________
MIDDLE ____________________
MARRIED ____________________
SUGAR ____________________
KENSINGTON ____________________

COMPREHENSION QUESTIONS

HOW OLD WAS STEVE'S MOTHER WHEN SHE WAS LEFT WITH FRIENDS?

HOW LONG DID STEVE'S MOTHER LIVE IN SOUTHWEST AFTER SHE GOT MARRIED?

WHERE DID STEVE'S FATHER WORK?

HOW OLD WAS STEVE'S FATHER WHEN HE STARTED WORKING?

DISCUSSION QUESTIONS

HOW DO YOU THINK STEVE'S MOTHER FELT WHEN SHE WAS A CHILD LIVING NEXT TO A GRAVEYARD? WATCHING THE K.K.K. BURN CROSSES?

WHY DO YOU THINK STEVE'S GRANDMOTHER LEFT HIS MOTHER WITH FRIENDS?

HOW DO YOU THINK SHE FELT HAVING TO DO THAT? HOW WOULD YOU FEEL ABOUT LEAVING YOUR CHILD/CHILDREN WITH SOMEONE?

LOOK AT THE MAPS ON THE NEXT PAGES. LOCATE AND NAME TWO STATES IN SOUTHWESTERN UNITED STATES; LOCATE SOUTHWEST PHILADELPHIA, LOCATE KENSINGTON ON THE MAP.

TRYING TO MAKE IT

SHARON SWEENEY

My father came from Ireland when he was twenty-one. His parents died when he was four or five. He could barely remember them. Then his aunt took him, but she only took him because she was getting money. She used to beat him. Her kids use to go off to school and my father and his brothers use to have to clean up after her kids. They use to have to sleep out in the barn not in the house.

One night my father carried my Uncle Andrew, I forget how many miles he said, because he had an appendix attack. My aunt didn't want to be bothered. It was in the middle of the night and my Uncle Andrew was crying and crying and crying.

My father carried him in the snow, he said, for hours because he couldn't feel his feet. He made sure his other brother was tucked in and warm. He didn't make it anyhow. His appendix busted and he died.

Then he only had his other brother to look after. When he was old enough, the minister said he would take him in and let him work on his farm. When my father knew he was okay and wouldn't be beat, he came over here. Then he met my mother. My father used to ship food over to them in boxes because he made more money over here than in Ireland. So, my father had it hard.

In the winter time, my Dad use to live with me because he couldn't make it. In the summertime, he lived up in the mountain. In the summertime he went up there because you didn't have your

HEAT ON, BUT IN THE WINTER TIME HE WOULD COME BACK AND LIVE WITH ME.

HE WAS GETTING SOCIAL SECURITY CHECKS, BUT WITH ALL THE MEDICINE HE HAD TO GET BECAUSE HE HAD CANCER, IT WASN'T ENOUGH. HE TRIED TO GET A MEDICAL CARD, BUT HE COULDN'T GET IT BECAUSE HE GOT ENOUGH ON SOCIAL SECURITY THEY SAID. BUT IS WASN'T ENOUGH TO LIVE AND GET MEDICINE WITH. HE WENT TO TEMPLE. HE WAS IN WHERE THEY EXPERIMENT ON MEDICINE AND ALL. HE VOLUNTEERED BECAUSE HE COULDN'T GET THE MEDICINE ON HIS OWN. MY FATHER JUST DIED IN JANUARY 1983.

EXERCISES

ALPHABET

WITE A WORD FROM THE STORY THAT BEGINS WITH THE:
THIRTEENTH LETTER OF THE ALPHABET ____________________
SECOND LETTER OF THE ALPHABET ____________________
EIGHTH LETTER OF THE ALPHABET ____________________
TENTH LETTER OF THE ALPHABET ____________________
TWENTY-SECOND LETTER OF THE ALPHABET ____________________

CONTRACTIONS

WRITE THE TWO WORDS THAT MAKE UP THE FOLLOWING WORDS:
WASN'T ______________ ____________________
COULDN'T ______________ ____________________
WOULDN'T ______________ ____________________
DIDN'T ______________ ____________________

SEASONS

FILL IN THE MISSING SEASONS
SUMMER
WINTER
____
____

ANTONYMS

WRITE THE WORD FROM THE STORY THAT IS THE OPPOSITE OF:

YOUNG ________________________________

GAVE ________________________________

AWAKE ________________________________

REMEMBER ________________________________

DIRTY ________________________________

DEFINITIONS

WRITE THE MEANING OF THE FOLLOWING WORDS AS USED IN THE STORY.

BARELY ______________________________

APPENDIX ______________________________

SHIP ______________________________

EXPERIMENT ______________________________

VOLUNTEERED ______________________________

PARTS OF SPEECH

WRITE THE PART OF SPEECH OF EACH OF THE ABOVE WORDS AS USED IN THE STORY.

____

____

____

____

____

ROOT WORDS

WRITE THE ROOT WORD FOR EACH WORD BELOW.

BARELY ____________________
GETTING ____________________
BOTHERED ____________________
CARRIED ____________________
BOXES ____________________
CRYING

GUIDE WORDS

LOOK UP THE FOLLOWING WORDS IN THE DICTIONARY. WRITE THE DICTIONARY GUIDE WORDS FOR EACH WORD.

REMEMBER __________ __________
USE __________ __________
MIDDLE __________ __________
TUCKED __________ __________
OWN __________ __________

GEOGRAPHY

LOCATE IRELAND ON THE MAPS
WHAT IS THE CAPITOL OF IRELAND?

____

WHAT CONTINENT IS IRELAND ON?

____

COMPREHENSION QUESTIONS

WHY DID SHARON'S FATHER AND UNCLES GO TO LIVE WITH THEIR AUNT?

WHERE DID THEY SLEEP?

WHAT WAS WRONG WITH ANDREW?

WHEN DID SHARON'S FATHER COME TO THE UNITED STATES?

WHY DID SHARON'S FATHER VOLUNTEER AT TEMPLE?

DISCUSSION QUESTIONS

SHARON'S FATHER AND HIS BROTHERS WERE TREATED DIFFERENTLY THAN THEIR COUSINS. DO YOU THINK THEIR TREATMENT DISPLAYS CHILD NEGLECT AND ABUSE?
SHOULD THERE HAVE BEEN LAWS TO PROTECT CHILDREN THEN? WHY OR WHY NOT?
SHOULD THE GOVERNMENT HAVE THE RIGHT TO TELL PARENTS WHAT TO DO WITH THEIR CHILDREN? WHY OR WHY NOT?
DO OLDER CHILDREN TAKE ADVANTAGE OF THE LAWS TODAY? HOW?
ARE GIRLS TREATED DIFFERENT FROM BOYS? HOW? IS IT FAIR? WHY OR WHY NOT?

IT WASN'T EASY

LUBA HUK

My grandmother didn't get a formal education, but she had the ability to have her own business. She wasn't educated but she had a store and she could sell. She knew about money and how to use it.

My mother never knew how to read and write. You couldn't cheat her. She knew enough that if you gave her change and didn't give her the right change, she would "blow her top." She was that type of person. She was very domineering. Very much so.

My uncles had a fruit store and my aunts had a clothing store. That's how they survived.

My father made a living working with his brother in a factory. They would make material and he would bring some home. It was more like a rag shop. He would bring some home and my mother would make us clothes to wear. There were five brothers and I was the only girl. I wasn't spoiled by any means. If I was anything like spoiled, I was spoiled by my father. He didn't know how to read or write either.

My mother use to sell wine "under the table". She would make wine in the bathtub and sell it to make extra money. I hated it because of the people she was dealing with I didn't think it was legal.

My mother came from a farm in Europe. She was eighteen when she came here with her parents. It was very hard for her to adjust. She always brought up the fact that she

REALLY WANTED TO GO BACK. IT USED TO GET ME MAD BECAUSE HERE SHE HAD FREEDOM AND EVERYTHING AND SHE CAME HERE BECAUSE OF IT. IT UPSET ME GROWING UP BECAUSE I FELT, IF SHE DIDN'T LIKE IT HERE, WHY DIDN'T SHE GO BACK. BUT SHE DIDN'T.

SHE CAME HERE BECAUSE SHE WAS TOO YOUNG TO BE THERE BY HERSELF AND HER PARENTS BROUGHT HER. THEY CAME BECAUSE MY UNCLE WAS SUPPOSED TO GO INTO THE SERVICE THERE AND HE DIDN'T WANT TO GO BECAUSE THEY WERE AGAINST ALL JEWS. THAT'S THE MAIN REASON WHY THEY CAME HERE.

SHE SPOKE BROKEN ENGLISH. SHE SPOKE MOSTLY YIDDISH. MY FATHER SPOKE BROKEN ENGLISH TOO. HE SPOKE MOSTLY YIDDISH TOO. HE WAS BROUGHT UP THAT WAY. I CAN UNDERSTAND IT MORE THAN I CAN SPEAK IT. I DIDN'T SPEAK YIDDISH. I DIDN'T HAVE ANY PROBLEMS SPEAKING ENGLISH.

WITH MY MOTHER, IT WAS VERY, VERY DIFFICULT BEING THE ONLY GIRL AND NOT BEING WANTED BY HER. IT WAS VERY DIFFICULT. SHE WANTED ALL BOYS BECAUSE BOYS "CARRY THE NAME."

I WAS NEVER CLOSE TO MY MOTHER BECAUSE SHE HAD DIFFERENT WAYS, DIFFERENT IDEAS. SHE DIDN'T WANT ME TO MINGLE WITH OTHER GROUPS OF PEOPLE, BLACK OR GENTILE OR ANYTHING ELSE. SHE WANTED ME TO STAY WITHIN OUR RELIGION. I WASN'T THAT WAY. FOR SOME REASON, I WANTED TO MINGLE. SHE HAD THE SAME FEELINGS ABOUT MY BROTHERS, BUT MORE SO WITH ME BECAUSE I WAS A GIRL.

MOST OF MY GIRLFRIENDS WERE NOT JEWISH AND THE ONES THAT WERE JEWISH I COULDN'T GET ALONG WITH THEM. MOST JEWISH FAMILIES WANT YOU TO MARRY AS YOU'RE GROWING UP. THEY SEEM TO BRAINWASH

YOU INTO MARRYING SOMEBODY WHO HAS MONEY. IF A BOY ASKED ME TO DANCE, I WAS NOT GOING TO ASK HIM, "ARE YOU JEWISH?", AND SAY, "IF YOU'RE NOT JEWISH, I CAN'T GO OUT WITH YOU." I COULDN'T SEE THAT SO MOST OF MY FRIENDS WERE GENTILE. SHE DIDN'T REALLY GO FOR THAT, BUT I DIDN'T CARE BECAUSE THEY WERE NICE PEOPLE. THEY WERE NICE GIRLS AND THE BOYS I WENT OUT WITH, THEY WERE NICE. I JUST DIDN'T GO BY WHAT SHE SAID.

I LOST MY FATHER WHEN I WAS THIRTEEN AND I MISSED HIM BECAUSE HE WAS AN ANGEL COMPARED TO MY MOTHER. I MEAN, I COULD SIT DOWN AND TALK TO HIM. I JUST COULDN'T SIT DOWN AND TALK TO HER, I THINK, BECAUSE SHE WAS FROM RUSSIA.

RUSSIAN PEOPLE ARE VERY DOMINEERING. MY FATHER WAS RUSSIAN. HE WAS DOMINEERING, BUT NOT LIKE SHE WAS. WITH OTHER PEOPLE SHE WAS REALLY NICE. SHE WOULD DO THINGS FOR THEM, BUT WITHIN THE FAMILY, SHE WAS ALTOGETHER THE OPPOSITE. SHE WOULD HAVE TO ASSOCIATE WITH OTHER GROUPS EVEN THOUGH SHE DIDN'T WANT TO BECAUSE WE LIVED IN A NEIGHBORHOOD WHERE THERE WAS ENGLISH, IRISH AND ITALIAN AND SHE WANTED "TO GET BY". BEHIND THEIR BACKS, SHE WOULD TALK BAD ABOUT THEM. I DIDN'T LIKE THAT BECAUSE IT WASN'T NECESSARY. IT WASN'T RIGHT.

I HAD PROBLEMS GROWING UP WITH HER BECAUSE MY BROTHER WENT IN THE SERVICE AND I WAS BY MYSELF WITH HER. I COULDN'T GO TO HER AND TELL HER THINGS. SHE NEVER TOLD ME ABOUT THE PARTS OF GROWING UP WHICH A MOTHER SHOULD TELL HER DAUGHTER. SHE NEVER EXPLAINED ANYTHING TO ME.

MY SISTER-IN-LAW WOULD GIVE ME HER "HAND-ME DOWNS". I ALWAYS HAD TO WEAR "HAND-ME-DOWNS". I NEVER WENT OUT AND GOT ANY CLOTHES. THE CLOTHES were always either too big or too small and I resented that.

There were a lot of things I resented growing up. It's just that she wasn't there when I needed her to explain things. If I told her something she would make a joke out of it with my brothers. She would advertise it. I couldn't talk to her in confidence. If it wasn't for my girlfriends, I wouldn't know anything about anything. It was really hard growing up with my mother.

I left home because I got married. I was twenty-one. He was a Jewish boy. I always felt I would marry a Jewish boy. I disappointed her even then because he was married before and had two children. She didn't like that very much.

After I got married, I tried to stay in touch, but she never treated my kids like they were her grands. She never really knew my kids.

When I had Phillip, she was never there. When I needed her the most, she went to Florida for two weeks. She was never around when I needed her and that hurt. My mother-in-law was more like a mother to me than my own mother. She was there when I needed her.

When we lost our home and I went to live with her, she made it miserable for my two sons and my daughter.
My husband wasn't with me. He wasn't allowed to come there. Until he got a place for us to stay, he had to live somewhere else.

It was three weeks of hell. She would hide the sugar from the kids, so they couldn't have any for their cereal. She would do crazy things. She wouldn't heat the water so I could give the kids a bath, or she would holler and scream her head off because I had to heat the bottles for Linda. With all the aggravation and everything, I ended up back in the hospital with gall bladder and appendix problems.

It was very hard raising the children because my husband had a mental problem. It all started after I had Larry. Larry was a year and a half. My husband was in and out of the hospital. When I had Linda, I was okay for a while I got "back on my feet" and he was right back in the hospital again. When I had the gall bladder trouble, he was fine until I came home and was on my feet. Then he was right back in the hospital again.

It got to the point where I had to separate because it was affecting the kids, especially Larry. It was also affecting the girls so I had to take that step. It's not that I didn't care for him; it was a matter of the kids' sanity and my sanity. I wasn't out to give them up, so I had to separate until he "passed away".

My son is all for my coming back to school. He's in San Francisco, but he's all for it. I told him I needed eight points. I made everything but eight points. I said, "By September, I'm going to get those eight points "by hook or by

BY CROOK" BECAUSE I WANT TO GET TRAINING FOR COMPUTERS. I THINK I WILL LIKE IT. IT MAY BE HARD BUT I THINK I CAN HANDLE IT.

I WAS EIGHT YEARS OLD WHEN I STARTED SCHOOL. MY MOTHER DIDN'T KNOW HOW OLD I WAS. IF IT WASN'T FOR THE TRUANT OFFICER COMING TO THE HOUSE, I WOULD NEVER HAVE GONE TO SCHOOL.

I STARTED SCHOOL LATE AND I WAS SICK A LOT. I MISSED A LOT OF TIME. WHEN I REACHED SIXTEEN, I REALLY FELT I HAD TO GO TO WORK TO HELP OUT AT HOME AND TO HELP MYSELF. I WAS TIRED OF GETTING "HAND-ME-DOWNS". I WANTED CLOTHES THAT I COULD WEAR. I WENT AS FAR AS THE TENTH GRADE, BUT I WAS THE OLDEST IN THE CLASS AND I FELT OUT OF PLACE.

THAT WAS ANOTHER REASON THAT I LEFT SCHOOL. NOW I AM FIFTY-FIVE GOING TO SCHOOL AGAIN. IT'S UNBELIEVEABLE!! IF ANYBODY HAD TOLD ME I WOULD GO BACK TO SCHOOL, I WOULD HAVE TOLD THEM THEY WERE CRAZY. IF I HADN'T LOST MY JOB, I PROBABLY WOULD STILL BE WORKING, AND STILL NOT GETTING MY G.E.D. IN A WAY IT'S GOOD THAT I LOST IT.

EXERCISES

BEGINNING SOUNDS

WRITE TWO WORDS FROM PARAGRAPH ONE THAT BEGIN WITH THE SAME SOUND AS:
BALL
HOT

WRITE TWO WORDS FROM PARAGRAPH TWO THAT BEGIN WITH THE SAME SOUND AS

NO
GET
THIS
TOY
CHIN

ENDING SOUNDS

WRITE A WORD FROM PARAGRAPH ONE THAT ENDS WITH THE SAME SOUND AS:

CAT
BED
RUN

WRITE A WORD FROM PARAGRAPH TWO THAT ENDS WITH THE SAME SOUND AS:

LOVE
CUP
LUNCH
RUN
RED

CONTRACTIONS

WRITE THE TWO WORDS THAT MAKE THE FOLLOWING CONTRACTIONS.

DIDN’T ______________________________
CAN’T ______________________________
WASN’T ______________________________
COULDN’T ______________________________
IT’S ______________________________
THAT’S ______________________________
YOU’RE ______________________________
WOULDN’T ______________________________
I’M ______________________________
HE’S ______________________________
HADN’T ______________________________

COMPOUND WORDS

WRITE THE TWO WORDS THAT MAKE UP THE FOLLOWING COMPOUND WORDS.

GRANDMOTHER ______________________________
ANYTHING ______________________________
BATHTUB ______________________________
EVERYTHING ______________________________
UPSET ______________________________
HERSELF ______________________________
WITHIN ______________________________
GIRLFRIENDS ______________________________
BRAINWASH ______________________________
SOMEBODY ______________________________
NEIGHBORHOOD ______________________________
SOMEWHERE ______________________________
SIXTEEN ______________________________
UNDERSTAND ______________________________

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES.

FORMAL
ABILITY
BUSINESS
PERSON
SURVIVED
MATERIAL
FREEDOM
SERVICE
PROBLEMS
DIFFICULT
MINGLE
ALTOGETHER
RESENTED
ADVERTISE
CONFIDENCE
DISAPPOINTED
MISERABLE
SEPARATE

ALPHABETIZING

ARRANGE THOSE SAME WORDS IN ALPHABETICAL ORDER.

DEFINITIONS

WRITE THE DEFINITION FOR EACH WORD BELOW, THEN WRITE A SENTENCE FOR EACH WORD ON THE NEXT PAGE.

DOMINEERING____

SURVIVED____

SPOILED____

GENTILE____

MINGLE____

AGGRAVATION____

AFFECTING____

(DOMINEERING) ____

____

____

(SURVIVED) ____

____

____

(SPOILED) ____

____

____

(GENTILE) ____

____

____

(MINGLE) ____

____

____

(AGGRAVATION) ____

____

____

(AFFECTING) ____

____

____

WHAT DO YOU THINK?

CIRCLE THE ANSWER YOU THINK BEST TELLS THE MEANING OF THE FOLLOWING:

"FORMAL EDUCATION"
A) DRESSED UP FOR SCHOOL
B) STRICT SCHOOLING
C) STANDARD SCHOOLING FOR EVERYONE

"BLOW HER TOP"
A) BLOWED AT HER BLOUSE
B) GOT ANGRY
C) BLEW HER HEAD OFF
D) BLEW HER HAT OFF

"I WAS SPOILED"
A) WAS BAD
B) WAS GOOD
C) WAS LAZY
D) WAS GIVEN A LOT AND GOT AWAY WITH A LOT

"SELL UNDER THE TABLE"
A) SOLD THINGS UNDERNEATH A TABLE
B) PASSED MONEY UNDER A TABLE
C) DIDN'T PAY TAXES ON MONEY THAT WAS MADE
D) GOT UNDER A TABLE AND SOLD THINGS

"BOYS CARRY THE NAME"
A) PICK UP THE WORD NAME AND CARRY IT
B) BOYS ARE MORE DEPENDABLE
C) BOYS ALWAYS KEEP THE FAMILY NAME
D) BOYS NEVER LOST THINGS

THEY SEEM TO "BRAINWASH" YOU
A) USE DETERGENT TO WASH YOUR BRAIN
B) CONVINCE YOU TO DO WHAT THEY WANT
C) WASH YOUR HAIR
D) MAKE YOU TAKE A BATH

HE WAS AN "ANGEL"
A) HE WAS A GOOD PERSON
B) HE FLEW UP IN "HEAVEN"
C) HE WORE A HALO
D) HE PLAYED A HARP

SHE WANTED "TO GET BY"
A) SHE WANTED TO GO BY HERSELF
B) SHE WANTED SOMEONE TO MOVE OUT OF HER WAY
C) SHE WANTED TO GO SOMEWHERE
D) SHE WANTED TO BE ABLE TO HAVE FOOD, CLOTHES AND PAY HER BILLS

WEAR "HAND-ME-DOWNS"
A) CLOTHES SOMEONE GAVE HER FROM UPSTAIRS
B) SOMEONE ELSE'S CLOTHES
C) CLOTHES THAT WERE HAND MADE
D) CLOTHES THAT WERE LENGTHENED

"SCREAM HER HEAD OFF"
A) SCREAM UNTIL HER HEAD CAME OFF
B) SCREAM LOUD AND CONTINUOUSLY
C) HER HEAD ROLLED OFF WHEN SHE OPENED HER MOUTH
D) TOOK HER HEAD OFF AND SCREAMED

"BACK ON MY FEET"
A) STOOD UP AGAIN
B) PUT HER FEET BACK ON
C) PUT HER SHOES ON
D) WAS ABLE TO TAKE CARE OF THE HOUSE AND KIDS AGAIN

"BY HOOK OR CROOK"

A) GET A HOOK AND CATCH SOMETHING
B) USE A HOOK TO CATCH A CROOK
C) USE A HOOK TO STRAIGHTEN OUT SOMETHING
D) GET SOMETHING DONE ANYWAY YOU CAN

MATH

WRITE THE NUMBERS FOR THE FOLLOWING WORDS.

FIVE ______________
EIGHTEEN ______________
THIRTEEN ______________
TWENTY-ONE ______________
TWO ______________

THREE ______________
YEAR AND A HALF ______________
EIGHT ______________
SIXTEEN ______________
FIFTY-FIVE ______________

GEOGRAPHY

LOCATE THE STATE SAN FRANCISCO IS IN ON THE MAP.
LOCATE RUSSIA ON THE MAP.
WHAT IS THE CAPITOL OF RUSSIA?

____

ON WHAT CONTINENT IS RUSSIA LOCATED?

____

COMPREHENSION QUESTIONS

HOW DID LUBA'S AUNTS AND UNCLES MAKE A LIVING?

WHAT KIND OF FACTORY DID LUBA'S FATHER WORK IN?

WHAT DID LUBA'S MOTHER MAKE AND SELL TO MAKE EXTRA MONEY?

WHY DID LUBA'S GRANDPARENTS AND FAMILY COME TO AMERICA?

WHO WAS LUBA CLOSER TO, HER MOTHER OR FATHER?

HOW OLD WAS LUBA WHEN SHE GOT MARRIED?

HOW LONG DID LUBA STAY WITH HER MOTHER AFTER SHE LOST HER HOUSE?

WHAT DOES LUBA WANT TO STUDY WHEN SHE GETS HER G.E.D.?

DISCUSSION QUESTIONS

LUBA'S MOTHER FOUND IT HARD TO ADJUST TO LIFE IN AMERICA. HAVE YOU EVER BEEN IN A SITUATION THAT WAS DIFFICULT TO ADJUST TO? WHAT MADE IT DIFFICULT? WHAT DID YOU DO?

LUBA'S UNCLE LEFT RUSSIA BECAUSE HE DID NOT WANT TO GO INTO THE SERVICE. HAVE YOU OR SOMEONE YOU KNOW BEEN IN THE SERVICE? DO YOU THINK YOUNG MEN SHOULD BE MADE TO JOIN THE SERVICES? WHY OR WHY NOT? DO YOU THINK YOUNG MEN IN THE SERVICE SHOULD HAVE TO GO TO ANOTHER COUNTRY AND FIGHT PEOPLE WHO ARE NOT FIGHTING WITH THE UNITED STATES? WHY OR WHY NOT?

DO YOU THINK LESS MONEY SHOULD BE SPENT ON WEAPONS AND THE MILITARY? WHY OR WHY NOT?

LUBA'S MOTHER TREATED HER DIFFERENT THAN HER BROTHERS. DO YOU THINK GIRLS SHOULD BE TREATED DIFFERENTLY THAN BOYS? IN WHAT WAY/WAYS? WHY OR WHY NOT?

LUBA'S MOTHER DIDN'T EXPLAIN "PARTS OF GROWING UP" TO HER. DO YOU THINK MOTHERS SHOULD EXPLAIN THESE THINGS TO THEIR DAUGHTERS OR LEAVE IT TO SCHOOLS AND OR OTHER RELATIVES OR FRIENDS? WHY OR WHY NOT?

WOMEN'S LIVES

I. MY MOTHER'S GRANDPARENTS
CARMEN M. RIVERA

II. MY GRANDMOTHER
HELEN MORRONE

III. JOBS
JEANNETTE WOLLIVER

IV. MY FAMILY BACKGROUND
MARGARET MCCARTHY

IV. THE WOMEN IN MY FAMILY
SHARON SWEENEY

VII. MY GRANDPARENTS
MARGARET R. HALEY

VIII. A WOMAN'S LIFE
JOCELYN CARRERO

IX. MY MOTHER
SUSAN BRINTON

X. MY FAMILY
MERCEDES TORRES

MY MOTHER'S GRANDPARENTS

CARMEN M. RIVERA

My mother's grandparents were born in Corozal, Puerto Rico. They lived there for a while then moved to Barranquitas, Puerto Rico where they brought up my grandparents.

My grandmother use to be what we call a COMANDRONA which means she use to deliver babies when there were no doctors around.

My grandmother use to earn her living washing and ironing for her friends and neighbors. She also use to sew bedspreads, drapes, and dresses to sell. She also did lots of cooking. Like stuffed potatoes, pasta filled with meat and one of our favorite platters - rice and beans. It would go with anything.

Before my mother had finished the second grade, she was out of school. She tells me she just stood around the house and helped out with the house duties and taking care of her brothers and sisters. There were eight of them with her. She would also milk the cows, pick coffee out in the field and weed tobacco. Then she got married and had my two older sisters. She went to work in a hospital as a dietitian with the influence and help of friends.

EXERCISES

SINGULAR NOUNS

WRITE THE SINGULAR FORM OF THE FOLLOWING WORDS:

BABIES ____________________

DOCTORS ____________________

DRESSES ____________________

POTATOES ____________________

PLATTERS ____________________

ROOT WORDS

WRITE THE ROOT WORD FOR THE FOLLOWING WORDS:

LIVED ____________________

COOKING ____________________

DUTIES ____________________

HOUSES ____________________

MOVED ____________________

DEFINITIONS

WRITE THE DEFINITION (MEANING) OF THE FOLLOWING WORDS:

DIETITION ____

____

INFLUENCE ____

____

FAVORITE ____

____

WHAT IS IT?

WHAT IS THE ENGLISH WORD FOR A COMANDRONA?

WRITE THE PAST TENSE OF THE FOLLOWING WORDS.

SEW ______________________________
EARN ______________________________
SELL ______________________________
MILK ______________________________
PICK ______________________________
WORK ______________________________

FROM THE STORY

THE STORY AS A WHOLE IS ABOUT:
A) PEOPLE IN PUERTO RICO
B) HOUSEWORK
C) FARM LIFE
D) A WOMAN'S WORK

GEOGRAPHY

LOCATE PUERTO RICO ON THE MAP; LOCATE COROZAL; LOCATE BARRANQUITAS.

WHAT IS THE CAPITOL OF PUERTO RICO?

WHAT IS THE RELATIONSHIP BETWEEN PUERTO RICO AND THE UNITED STATES?

COMPREHENSION QUESTIONS

HOW DID CARMEN'S GRANDMOTHER EARN A LIVING?

WHEN DID HER MOTHER DROP OUT OF SCHOOL?

WHAT RESPONSIBILITIES DID HER MOTHER HAVE?

DISCUSSION QUESTIONS

WHAT ARE SOME FOODS YOU/YOUR FAMILY LIKE(S) TO PREPARE? ARE THERE FOODS COOKED BY CERTAIN GROUPS OF PEOPLE? NAME SOME.

WHAT IS THE NAME OF THE FIELD OF MEDICINE THAT SPECIALIZES IN DELIVERING BABIES?

DO YOU THINK WOMEN HAD MORE CHILDREN IN THE PAST THAN THEY DO NOW? WHY OR WHY NOT?

DO WOMEN WORK AS HARD NOW AS THEY DID IN THE PAST? EXPLAIN YOU ANSWER.

WHY DO YOU THINK CARMEN'S MOTHER HAD TO QUIT SCHOOL AND NOT ONE OF HER OTHER BROTHERS OR SISTERS?

FREE WRITING

DO YOU THINK ONE OF THE BROTHERS SHOULD HAVE HELPED OUT IN THE HOUSE? SHOULD MEN AND WOMEN SHARE THE HOUSEWORK? WRITE HOW YOU FEEL ABOUT IT.

SHOULD WOMEN BE PAID FOR TAKING CARE OF THE CHILDREN AND HOME? WRITE WHY YOU THINK THEY SHOULD OR SHOULD NOT BE PAID.

MY GRANDMOTHER

HELEN MORRONE

MY GRANDMOTHER'S NAME WAS
ELIZABETH FORMICA. THE
ITALIANS KNOW THIS NAME
TO MEAN A HARD WORKING
ANT.

GRANDMOM HAD CHILDREN,
NINE CHILDREN TO BE EXACT.
GRANDMOM WORKED VERY HARD
TAKING CARE OF THE KIDS.
ALWAYS COOKING AND BAKING.

GRANDMOM DIED WHEN SHE WAS
NINETY-TWO YEARS OF AGE.

EXERCISES

ALPHABET

WRITE THE WORDS FROM THE STORY THAT BEGIN WITH THE THIRD LETTER OF THE ALPHABET

__________ __________ __________

WRITE THE WORDS FROM THE STORY THAT BEGINS WITH THE ELEVENTH LETTER OF THE ALPHABET.

__________ __________ __________

SYLLABLES

WRITE THE NUMBER OF SYLLABLES IN EACH WORD IN THE BLANK.

CHILDREN __________
EXACT __________
MEAN __________
TAKING __________
ITALIANS __________

HOMONYMS

WRITE A HOMONYN FOR THE FOLLOWING WORDS.

KNOW __________
TO __________
BE __________
DIED __________

MATH

WRITE THE NUMBER FOR THE FOLLOWING WORDS:

NINE __________ NINETY-TWO __________

COMPREHENSION QUESTIONS

WHAT DOES HELEN'S GRANDMOTHER'S NAME MEAN?

HOW MANY CHILDREN DID HELEN'S GRANDMOTHER HAVE?

HOW OLD WAS SHE WHEN SHE DIED?

DISCUSSION QUESTIONS

MANY PEOPLE NAME THEIR CHILDREN AFTER RELATIVES OR BECAUSE THE NAME HAS A SPECIAL MEANING. HELEN'S GRANDMOTHER HAD SUCH A NAME. WHAT DOES YOUR NAME MEAN?

WHY DID YOU GIVE YOUR CHILD/CHILDREN THEIR NAME? WHAT DOES THEIR NAME MEAN?

JOBS

JEANETTE WOLLIVER

MY GREAT-GRANDMOTHER WAS A HOUSEWIFE. SHE WAS A NATIVE AMERICAN. MY GRANDMOTHER WAS A SEWING MACHINE OPERATOR. SHE QUIT SCHOOL IN THE EIGHTH GRADE. MY MOTHER WORKED IN A PAPER BOX FACTORY. SHE IS GOING TO BE A NURSE. SHE'S IN COLLEGE.

EXERCISES

SECRET MESSAGES

FIND THE WORD FROM THE STORY THAT FITS THE DEFINITION GIVEN. WRITE ONE LETTER IN EACH BLANK. THEN WRITE THE LETTER FOR EACH NUMBER GIVEN AT THE BOTTOM TO DISCOVER THE "SECRET MESSAGE".

DEFINITION	WORD
ONE BORN IN A PLACE OR COUNTRY	___ ___ ___ ___ ___ ___ 1 2 3 4 5 6
SOMEONE WHO EXERTS MORAL POWER OR INFLUENCE	___ ___ ___ ___ ___ ___ ___ ___ 7 8 6 9 2 3 7 9
SOMEONE BORN IN AMERICA	___ ___ ___ ___ ___ ___ ___ ___ 2 10 6 9 4 11 2 1
ONE WHO TENDS THE SICK	___ ___ ___ ___ ___ 1 12 9 13 6
A SCHOOL OF HIGHER EDUCATION	___ ___ ___ ___ ___ ___ ___ 11 7 14 14 6 14 6

SECRET MESSAGE

___ ___ ___ ___ ___   ___ ___ ___ ___   ___ ___   ___ ___
1 6 5 6 9   14 4 5 6   12 8   7 1

___ ___ ___ ___ ___ ___ ___ ___   ___ ___   ___ ___ ___ D
14 6 2 9 1 4 1 14   3 7   9 6 2

NEW WORDS

WRITE THE FOLOWING WORDS AND THE NUMBER OF SYLLABLES IN EACH WORD.

MACHINE ____________________ ____________________
OPERATOR ____________________ ____________________
NATIVE ____________________ ____________________
QUIT ____________________ ____________________
COLLEGE ____________________ ____________________

WRITE A SENTENCE FOR EACH NEW WORD.

WRITE THE NEW WORDS WITHOUT LOOKING AT THEM.

COMPREHENSION QUESTIONS

WHAT KIND OF JOB DID JEANETTE'S GRANDMOTHER HAVE?

WHERE DID JEANNETTE'S MOTHER WORK?

WHAT IS JEANNETTE'S MOTHER STUDYING?

DISCUSSION QUESTIONS

DO YOU KNOW WHAT GROUP OF PEOPLE ARE CONSIDERED NATIVE AMERICANS?

DO YOU THINK NATIVE AMERICANS ARE TREATED THE SAME AS OTHER AMERICANS?

WHY OR WHY NOT?

DO YOU THINK SOMETHING NEEDS TO BE DONE? WHY OR WHY NOT? WHAT? HOW? CAN YOU NAME ANY INDIAN TRIBES/NATIONS?

MY FAMILY BACKGROUND

MARGARET MCCARTHY

MY MOTHER WAS A HOUSEWIFE
AND HAD NINE CHILDREN
IN A TWO BEDROOM HOUSE.
SHE HAD TO WASH CLOTHES
IN A TUB EARLY IN HER
MARRIAGE ATOP AN ICEBOX
THAT STAYED OUT IN THE
YARD. AS HER CHLDREN
GOT OLDER, THINGS GOT
BETTER. SHE HAD A HARD
LIFE, BUT WAS VERY
CHEERFUL AND A GOOD MOTHER.

MY FAMILY WAS BROUGHT UP
TO HELP EACH OTHER IN
TIMES OF CRISIS, SO WE
GET ALONG VERY WELL AND
ARE VERY CLOSE. I HOPE
THAT MY CHLDREN WILL
CONTINUE IN THIS WAY AND
TEACH THEIR CHLDREN THE
SAME VALUES -- TO HELP
AND CARE FOR EACH OTHER.

EXERCISES

MARKING VOWELS

MARK THE VOWELS IN THE FOLLOWING WORDS. CROSS OUT ANY SILENT LETTERS.

CLOTHES ______________________________
MARRIAGE ______________________________
EACH ______________________________
CONTINUE ______________________________
TEACH ______________________________
GOOD ______________________________
BEDROOM ______________________________

SYNONYMS

WRITE THE WORD IN THE STORY THAT MEANS:

WORTH ___________________________
GAY ___________________________
ASSIST ___________________________
TO KEEP DOING SOMETHING ___________________________
NOT SOFT ___________________________

PARTS OF SPEECH

NEXT TO EACH WORD WRITE ITS PART OF SPEECH AS USED IN THE STORY.

HOUSEWIFE ______________________________
HARD ______________________________
WASH ______________________________
THEIR ______________________________

SINGULAR AND PLURAL

WRITE THE SINGULAR OR PLURAL FORM OF THE WORDS GIVEN BELOW.

SINGULAR	PLURAL
______________	CHILDREN
______________	VALUES
HOUSEWIFE	______________
LIFE	______________
CRISIS	______________

COMPOUND WORDS

WRITE THE TWO WORDS THAT MAKE UP THE FOLLOWING COMPOUND WORDS.

HOUSEWIFE ______________ ______________

BEDROOM ______________ ______________

ATOP ______________ ______________

ICEBOX

MAKING NEW WORDS

CHANGE ONE LETTER IN EACH WORD TO FORM A NEW WORD

NINE ______________

OUT ______________

WAY ______________

SAME ______________

YARD ______________

LY

ADD LY TO EACH WORD TO FORM A NEW WORD.

CHEERFUL ____________________

CLOSE ____________________

HARD ____________________

PAST OR PRESENT

WRITE THE PAST OR PRESENT TENSE FORM OF THE WORDS GIVEN BELOW.

PRESENT	PAST
	HAD
TEACH	
	WAS
WASH	
	GOT

COMPREHENSION QUESTIONS

HOW MANY CHLDREN DID MARGARET'S MOTHER HAVE?

HOW DID SHE WASH HER CLOTHES?

WHERE WAS THE TUB?

THE WOMEN IN MY FAMILY

SHARON SWEENEY

MY MOTHER WAS BORN UP
AROUND BY COLLINGSDALE.
WHEN SHE WAS TWENTY-ONE,
MY GRANDMOTHER WAS
HEADING OVER THE RAILROAD
TRACKS TO GET MY SISTER
GLORIA A BIRTHDAY PRESENT
AND HER FOOT GOT CAUGHT.
THE TRAIN CAME AND JUST
RAN HER RIGHT OVER.
THEY FOUND HER IN THE
NEXT COUNTY. THEY DIDN'T
REALIZE IT.

ALL MY AUNTS AND UNCLES ARE
OVER IN IRELAND. MY MOTHER
HAS AN AUNT, BUT I'VE NEVER
SEEN HER. I DON'T EVEN KNOW
WHERE SHE'S AT. I DON'T
KNOW ANY OF MY RELATIVES.
I NEVER KNEW WHAT AN UNCLE,
AUNT, COUSIN, OR GRANDPARENTS
WERE. AND THEN MY MOTHER
DIED WHEN I WAS TEN, SO IT'S
KIND OF HARD TO KNOW WHAT A
MOTHER REALLY IS.

EXERCISES

RHYMING WORDS

WRITE TWO WORDS THAT RHYME WITH EACH WORD WRITTEN BELOW. (DO NOT USE A WORD IN THE STORY).

BORN ____________________ ____________________

CAME ____________________ ____________________

KNOW ____________________ ____________________

KIND ____________________ ____________________

FOUND ____________________ ____________________

ANTONYMS

WRITE THE WORD FROM THE STORY THAT MEANS THE OPPOSITE OF:

UNDER ____________________

EACH ____________________

FREED ____________________

FOREVER____________________

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES:

RAILROAD ____________________ ____________________

PRESENT ____________________ ____________________

COUNTRY ____________________ ____________________

REALIZE ____________________ ____________________

RELATIVES ____________________ ____________________

LIKES AND DIFFERENCES

UNDERLINE THE PAST OF EACH PAIR OF WORDS THAT IS THE SAME. CROSS OUT WHAT IS DIFFERENT.

AROUND	FOUND
HEADING	REALIZE
CAUGHT	RIGHT

COMPREHENSION QUESTIONS

WHAT WAS SHARONS' GRANDMOTHER GOING TO BUY?

WHAT DID SHE HAVE TO CROSS TO GET WHERE SHE WAS GOING?

WHERE WAS SHARONS' MOTHER BORN?

WHAT COUNTRY DOES SHARON'S AUNTS AND UNCLES COME FROM?

DISCUSSION QUESTIONS

HAVE YOU EVER GOTTEN HURT WHEN YOU WERE DOING SOMETHING FOR SOMEONE? TELL ABOUT THE INCIDENT.

DO YOU HAVE ANY RELATIVES THAT YOU HAVE NEVER SEEN? WHERE DO THEY LIVE? DO YOU THINK PEOPLE SHOULD KEEP IN TOUCH WITH RELATIVES? DO YOU HAVE FAMILY MEMBERS YOU WOULD LIKE TO KNOW?

FREE WRITING

WRITE A LETTER TO A DISTANT RELATIVE OR RELATIVES YOU HAVE NEVER MET, INTRODUCING YOURSELF.

MY GRANDPARENTS

MARGARET R. HALEY

MY GRANDPARENTS LIVED ON A RESERVATION. MY GRANDMOTHER TOLD ME HER FATHER WAS A CHEROKEE CHIEF.

SHE TOLD ME SHE USE TO WASH THEIR CLOTHES IN THE LAKE ON A ROCK. THEN SHE LAID THEIR CLOTHES ON A TREE BRANCH TO DRY. SHE SAID HER MOTHER USE TO COOK FOR A FAMILY FOR TWO DOLLARS A WEEK. WHEN HER FATHER PASSED AWAY, HER MOTHER AND SISTER MOVED TO SOUTH PHILADELPHIA. THAT'S WHERE SHE MET MY GRANDFATHER AND SETTLED DOWN TO HAVE A FAMILY.

MY GRANDFATHER WORKED IN A SAWMILL. HIS WAGES WERE TWENTY-FIVE DOLLARS A WEEK. OUT OF THAT MONEY MY GRANDMOTHER BOUGHT FOOD AND CLOTHES AND PAID THE RENT. SHE SAID HER RENT WAS FIVE DOLLARS A WEEK, A LOAF OF BREAD WAS THREE CENTS, A POUND OF BUTTER WAS FOUR CENTS. SHE SAID MEAT WAS A LOT OF MONEY IN THOSE DAYS. SHE ONLY BOUGHT MEAT ONCE IN A GREAT WHILE.

IN 1923 SHE HAD MY MOTHER AT HOME BECAUSE SHE DIDN'T BELIEVE IN DOCTORS. SHE USED TO SEND MY MOTHER TO SCHOOL WITHOUT SHOES ON HER FEET BECAUSE SHE DIDN'T HAVE THE MONEY FOR THEM. MY GRANDMOTHER BELIEVED IN HAVING FOOD ON THE TABLE AND CLOTHES ON THEIR BACKS BEFORE ANYTHING ELSE. SHE HAD SIX MORE KIDS AFTER MY MOTHER.

MY GRANDMOTHER SAID THINGS WERE TOUGH ALL HER LIFE. SHE SAID YOU HAVE TO WORK HARD FOR WHAT YOU WANT AND IT DOESN'T LOOK LIKE YOU HAVE ANYTHING TO SHOW FOR IT.

ALL HER LIFE SHE WORKED HARD
AND WHEN SHE DIED SHE DIDN'T
HAVE ANYTHING TO SHOW FOR IT.
SO SHE TOLD ME TO GET A GOOD
EDUCATION AND GET A GOOD JOB
AND HAVE MONEY IN THE BANK
FOR WHAT YOU WANT IN LIFE.

WE TAKE LIFE FOR GRANTED.
WE DO NOT THINK ABOUT THE
FUTURE FOR OUR CHILDREN.
SO ALWAYS THINK ABOUT YOUR
GRANDPARENTS BECAUSE IF THEY
WERE NOT HERE, YOU WOULD NOT
BE HERE. SO TELL YOUR
GRANDPARENTS YOU LOVE THEM.

EXERCISES

DEFINITIONS

CIRCLE THE CORRECT DEFINITION FOR THE FOLLOWING WORDS:

CHIEF:
A) ONE WHO IS A LEADER
B) ONE WHO COOKS
C) ONE WHO STEALS
D) ONE WHO IS DISHONEST

RESERVATION:
A) PLACE FOR ANIMALS
B) PLACE TO KEEP JEWELRY
C) PLACE WHERE INDIANS LIVE
D) PLACE WHERE WHAT IS STORED

SAWMILL:
A) PLACE WHERE SAWS ARE KEPT
B) PLACE WHERE WOOD IS CUT
C) PLACE WHERE TREES ARE STORED
D) PLACE WHERE CORN IS GROUND

ALPHABETICAL ORDER

WRITE THE FOLLOWING WORDS IN ALPHABETICAL ORDER:
FATHER
CLOTHES
COOK
WASH
WEEK
FAMILY
WORKED
RENT

MATH

WRITE THE FOLLOWING WORDS AS NUMBERS:
TWO DOLLARS ____________________________
FIVE DOLLARS ____________________________
THREE CENTS ____________________________

ABBREVIATIONS

WRITE THE ABBREVIATIONS FOR DOCTOR:

____________________ ____________________

SYLLABLES AND MARKING VOWELS

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES AND MARK THE VOWELS.

MOTHER ________________ BELIEVE ________________
SISTER ________________ BEFORE ________________
DOLLARS ________________ AFTER ________________
BUTTER ________________ MONEY ________________
BECAUSE ________________ ONLY ________________

COMPOUND WORDS

MATCH THE WORDS IN COLUMN A TO THE WORD IN COLUMN B TO MAKE A COMPOUND WORD.

COLUMN A	COLUMN B
GRAND	OUT
SAW	FATHER
GRAND	THING
WITH	MILL
ANY	MOTHER

GEOGRAPHY

LOCATE SOUTH PHILADELPHIA ON THE MAP.

COMPREHENSION QUESTIONS

WHERE DID MARGARET'S GRANDPARENTS LIVE?

HOW DID HER GRANDMOTHER WASH AND DRY CLOTHES?

WHERE DID HER GRANDFATHER WORK?

WHY DID MARGARET'S GRANDMOTHER HAVE HER BABY AT HOME?

DISCUSSION QUESTIONS

MARGARET'S MOTHER AND SISTER MOVED AFTER HER FATHER DIED. HAVE YOU OR YOUR FAMILY EVER MOVED? WHY? HOW DID YOU FEEL ABOUT HAVING TO MOVE TO ANOTHER PLACE? WERE YOU IN SCHOOL AT THE TIME? HOW DID IT FEEL TO HAVE TO MAKE NEW FRIENDS? WHAT ARE SOME OF THE REASONS PEOPLE RELOCATE?

MARGARET'S GRANDFATHER WORKED IN A SAWMILL. WHAT ARE SOME OF THE JOBS YOU OR YOUR PARENTS/GRANDPARENTS HAVE HAD? DO YOU THINK YOU/THEY ARE/WERE PAID ENOUGH FOR THE WORK YOU/THEY DO/DID? WHY OR WHY NOT? DO YOU THINK YOUR GRANDPARENTS HAD UNIONS THEN? DO YOU BELONG TO A UNION? WHAT ARE THE ADVANTAGES/DISADVANTAGES OF UNIONS?

A WOMAN'S LIFE

JOCELYN CARRERO

I THINK MY GRANDMOTHER
WAS HALF EUROPEAN, A
SPANIARD. MY GREAT-
GREAT-GRANDMOTHER WAS
LIGHT-SKINNED WITH BLUE
EYES AND BLONDE HAIR.
MY GREAT-GREAT-GREAT
GRANDFATHER WAS DARK,
HE WAS REAL DARK.

THEY WERE STRICT WITH MY
MOTHER. MY MOTHER DIDN'T
REALLY HAVE TIME TO ENJOY
HERSELF. SHE WAS SO BUSY
RAISING HER BROTHERS AND
SISTERS. SHE WAS THE OLDEST
GIRL, SO SHE HAD TO. SHE
DIDN'T HAVE TIME TO REALLY
ENJOY HERSELF.
SHE HAD TO COOK AND WASH
MY UNCLES' AND AUNTS' CLOTHES.
MY MOTHER HAD TO "GET OUT"
OF THE SECOND GRADE TO TAKE
CARE OF HER BROTHERS AND
SISTERS WHILE MY GRAND-
MOTHER WORKED IRONING
CLOTHES FOR OTHER PEOPLE
TO MAKE MONEY. SHE HAD
ABOUT EIGHT CHILDREN.

OUR GRANDMOTHER WAS STRICT
TOO, VERY STRICT. I THINK,
WITH MY GRANDMOTHER, MY
MOTHER WAS A "NO-NO" TO BOYS.
SHE DIDN'T LET MY MOTHER OR
HER OTHER DAUGHTERS GO OUT
WITH A GUY. THEY WOULD HAVE
TO STAY HOME AND COOK AND
CLEAN. ALL THE GIRL DUTIES.
THE BOYS COULD DO WHAT THEY
PLEASED.

EXERCISES

CHALLENGE WORDS

WRITE FIVE WORDS FROM THE STORY YOU WOULD LIKE TO LEARN.

DIVIDE THE NEW WORDS INTO SYLLABLES

WRITE A SENTENCE FOR EACH NEW WORD.

WRITE EACH NEW WORD WITHOUT LOOKING AT IT.

____

____

____

____

____

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES

EUROPEAN ______________________________

ENJOY ______________________________

IRONING ______________________________

DAUGHTERS ______________________________

VERY ______________________________

SEEK AND FIND

C	N	T	Z	U	L	X	B	M
A	R	J	S	N	F	O	K	O
D	O	K	O	L	D	E	S	T
F	B	M	C	P	A	I	T	H
L	B	H	A	I	R	E	R	E
P	C	Q	K	O	K	N	I	R
O	X	K	N	A	E	J	C	S
Y	R	I	M	K	R	O	T	E
U	N	D	S	T	A	Y	D	L
G	A	C	D	J	X	A	L	F

WORD LIST

- IRONING
- OLDEST
- MOTHER
- DARK
- MAKE
- ENJOY
- HERSELF
- HAIR
- STAY
- STRICT
- GUY

ALPHABETICAL ORDER

ARRANGE THE WORDS FROM THE WORD LIST IN ALPHABETICAL ORDER.

GEOGRAPHY

NAME THE COUNTRY A SPANIARD COMES FROM________________________
WHERE WOULD A EUROPEAN COME FROM?_____________________________
WHAT CONTINENT IS SPAIN ON?___________________________________
LOCATE BOTH PLACES ON THE MAP.

COMPREHENSION QUESTIONS

IN WHAT GRADE DID JOCELYN'S MOTHER LEAVE SCHOOL?
WHY DID SHE LEAVE SCHOOL?
WHAT WERE THE GIRLS' DUTIES?
WHAT DID THE BOYS DO?

DISCUSSION QUESTIONS

Jocelyn's mother had to stop going to school to take care of her brothers and sisters. Do you know someone who had to stop going to school to take care of a family? Have you ever had to stay home from school to watch younger children? Did you have to quit school for this reason? Why did you stop going to school? Do you think children should stay home or stop going to school to take care of smaller children or help out at home? Why or why not?

In the story girls had to "stay home and cook and clean, all the girls duties. The boys could do what the pleased". Do you think housework is a girl's duty? Explain your answer.

Can you think of other jobs that are considered to be work for females only? For men only? Why do you think this is? Do you think men and women can do the same job?

MY MOTHER

SUSAN BRINTON

MY MOTHER WORKED THREE JOBS TO FEED ME, TWO SISTERS AND A BROTHER BECAUSE MY FATHER WAS DEAD. I THINK IT WAS HARD.

SHE WORKED AT SPANGLER'S, AN ENVELOPE COMPANY ON HOWARD STREET. SHE WAS A MACHINE OPERATOR. SHE WORKED AT A RESTAURANT AT THE 103 BAR AT FRONT AND GIRARD ON HER LUNCH HOUR FROM THE ENVELOPE COMPANY AND SHE WAITRESSED AT NIGHT AT ANOTHER OF THE RESTAURANTS ON GIRARD AVENUE. SHE OWNED HER HOUSE. THAT'S WHY SHE WORKED THREE JOBS, SO SHE COULD BUY IT. NOW SHE WORKS FOR THE GOVERNMENT AND SHE HATES IT.

MY MOTHER USE TO WEAR POTATO SACKS, SHE TOLD ME, WITH PINS INSTEAD OF BUTTONS. MY MOTHER WAS LUCKY IF SHE GOT A PAIR OF SHOES EVERY YEAR.

THEY USE TO WEAR "HIGH-WATER" PANTS AND THE "ZOOT" SUITS. MY MOTHER HAS A PICTURE OF MY FATHER IN ONE OF THOSE "ZOOT" SUITS AND "SPAT" SHOES AND A STETSON. SHE HAS A LOT OF PICTURES OF HIM IN A "ZOOT" SUIT AND HER WITH A "CURL" SKIRT, THOSE LONG SKIRTS WITH THOSE UGLY DESIGNS ON THEM, WITH WHITE "BOBBY SOCKS" AND THOSE LAVERNE AND SHIRLEY SNEAKERS. THIS WAS WHEN SHE MARRIED HIM.

SHE MARRIED HIM WHEN SHE WAS FOURTEEN YEARS OLD. HER PARENTS SOLD HER TO HIM BECAUSE MY FATHER WAS THIRTY YEARS OLDER THAN MY MOTHER. THIS WAS THE NORMAL THING IN THEIR HOUSEHOLD, I THINK. MY FATHER WAS SEVENTY-ONE WHEN HE DIED.

MY MOTHER DIDN'T LIVE HERE. SHE LIVED IN CLARION, PENNSYLVANIA. MY FATHER BROUGHT HER FROM CLARION TO HERE. THEY GOT MARRIED DOWN THERE BECAUSE HER PARENTS SOLD HER. THAT'S HOW IT WAS ARRANGED BY THEIR PARENTS.

EXERCISES

BEGINNING SOUNDS

WRITE A WORD FROM THE STORY THAT BEGINS WITH:

THE SHORT SOUND OF "E" ______________________

THE SAME SOUND AS IN LIKE ______________________

THE SAME SOUND AS IN GIRL ______________________

CAPITAL LETTERS

WRITE THE WORDS IN THE STORY THAT SHOULD HAVE CAPITAL LETTERS.

____

______________________ & ______________________

______________________ ______________________

______________________ , ______________________

____

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES

ENVELOPE ______________________

RESTAURANT ______________________

GOVERNMENT ______________________

DESIGNS ______________________

COMPANY ______________________

ALPHABETICAL ORDER

PUT THE WORDS LISTED BELOW IN ALPHABETICAL ORDER

POTATO
PINS
PAIR

WEAR
WORKED
PARENTS

MATH

WRITE THE NUMBERS FOR THE WORDS WRITTEN BELOW

THREE ____________________

FOURTEEN ____________________

THIRTY ____________________

SEVENTY-ONE ____________________

WRITE THE NUMBER BELOW IN WORDS

103 ____________________

GEOGRAPHY

LOCATE CLARION ON THE MAP

LOCATE THE STATE OF PENNSYLVANIA ON THE MAP

COMPREHENSION QUESTIONS

HOW MANY JOBS DID SUSAN'S MOTHER HAVE?

WHAT KIND OF WORK DID SHE DO?

WHAT KINDS OF CLOTHES WERE BEING WORN WHEN SUSAN'S PARENTS WERE YOUNGER?

HOW OLD WAS SUSAN'S MOTHER WHEN SHE GOT MARRIED?

DISCUSSION QUESTIONS

Do you think it is just as hard or harder for a woman to support a family today as it was years ago? Why or why not?

Susan's mother got married when she was 14 years old. Do girls still marry young today? Do you think it is good to marry young? Why or why not?

Susan's mother was sold into marriage. Why do you think they did it? Do you think it is right for parents to sell a child into marriage or to choose the child's husband/wife? Why or why not? Do you think this practice still exists in the U.S.? In other countries? If so, name a place where it exists. If not, explain why you think it no longer exists.

MY FAMILY

MERCEDES TORRES

BOTH MY PARENTS AND GRANDPARENTS WERE BORN IN PUERTO RICO. I NEVER GOT TO MEET ANY OF MY GRANDPARENTS EXCEPT MY MOTHER'S MOTHER WHO DIED WHEN SHE WAS ABOUT EIGHTY. SHE DIED ABOUT SEVEN YEARS AGO. SHE DIED OF CANCER.

ALL I CAN REMEMBER ABOUT MY GRANDMOTHER IS SHE WAS LIVING WITH US IN PHILADELPHIA. SHE WAS STAYING WITH MY MOTHER. I WAS ALSO LIVING WITH MY MOTHER AND CHILDREN, AT THE TIME.

MY GRANDMOTHER HAD A ROUGH LIFE. I GUESS HER HUSBAND HAD PASSED AWAY. THAT'S MY GRANDFATHER. SHE HAD TO SUPPORT ALL THREE OF THEM. MY MOTHER WAS GROWING UP WITH HER TWO SISTERS, WHO ARE MY AUNTS.

MY GRANDMOTHER NEVER WORKED. SHE USE TO SEW, THAT'S WHAT MY MOTHER TOLD ME. WHEN SHE WANTED TO EARN MONEY FOR LIVING, FOR FOOD AND CLOTHING, SHE USE TO KNIT BOOTIES, SWEATERS, AND STUFF LIKE THAT AND SHE USE TO SELL IT.

MY MOTHER HAD A ROUGH LIFE WHEN SHE WAS A YOUNG CHILD. SOMETIMES SHE TELLS ME ABOUT IT. A LOT OF TIMES WE SIT DOWN AND WE TALK ABOUT THE PAST.

MY MOTHER ONLY MADE IT TO THE SIXTH GRADE. MY GRANDMOTHER HAD "DROPPED" HER OUT OF SCHOOL IN PUERTO RICO. I GUESS, AT THAT TIME, YOU DIDN'T HAVE TO GO TO SCHOOL LIKE NOW. SHE WISHED SHE HAD GONE TO SCHOOL. SHE ONLY KNOWS HOW TO READ AND WRITE IN SPANISH. SHE UNDERSTANDS A LITTLE ENGLISH. SHE USED TO TELL ME THAT SHE USED TO GO TO SCHOOL WITH ONE DRESS. IN OTHER WORDS, WE HAD TO USE IT FOR THE WHOLE FIVE DAYS OF SCHOOL. THAT'S HOW POOR THEY WERE.

SHE TOLD ME, WHEN SHE SEES ALL THE DOLLS MY DAUGHTER HAS, SHE IS SO LUCKY. ALL THE KIDS OF THIS GENERATION ARE SO LUCKY COMPARED TO HER LIFE. SHE SAID SHE HAD A BABY DOLL THAT WAS NO BIGGER THAN, MAYBE, TWO OR THREE INCHES TALL. THAT'S ALL IT WAS AND SHE USED TO ADORE THAT DOLL.

GETTING FOOD WAS ROUGH. IN THE MORNING SHE JUST HAD COFFEE. IN THE AFTERNOON, MAYBE, COFFEE AND CAKES OR CRACKERS AND STUFF LIKE THAT. EVEN THOUGH IT WAS CHEAP, IT WAS KIND OF HARD. ANYWAY, MY GRANDMOTHER ALWAYS FOUND SOMETHING FOR THEM TO EAT.

MY PARENTS ARE EXACTLY THIRTY YEARS APART. MY MOTHER GOT MARRIED WHEN SHE WAS EIGHTEEN, BUT SHE HAD A BAD HUSBAND. HE USED TO BEAT HER UP. SHE MET MY FATHER AND THEY FINALLY GOT MARRIED.

WE WERE VERY POOR. THERE WERE SEVEN OF US SHARING A THREE-BEDROOM HOUSE. THEY ARE ALL ALIVE AND ARE ALL LIVING IN PHILADELPHIA. WE WENT TO NEW YORK FIRST. WE STAYED THERE, MAYBE, TWO YEARS. FROM NEW YORK, WE CAME TO PHILADELPHIA. WE MOVED TO PHILADELPHIA IN 1954. I WAS ABOUT FIVE YEARS OLD. I DON'T REMEMBER MUCH ABOUT PUERTO RICO BECAUSE I WASN'T RAISED THERE. I WAS RAISED HERE. I REMEMBER THERE WAS A WHOLE BUNCH OF US. IT WAS HARD AT FIRST, IT WAS ROUGH. SEVEN KIDS IN ONE HOUSE, CLOTHING, FOOD AND THEY WERE ON PUBLIC ASSISTANCE.

MY FATHER IS STILL LIVING. HE IS NINETY-FIVE YEARS OLD. MY MOTHER IS SIXTY-FIVE NOW. SHE IS VERY HAPPY.

I HAD A ROUGH LIFE TOO, BUT I ALWAYS THANK THE LORD FOR ALL HE HAS DONE FOR US.

I WENT TO SCHOOL, BUT NEVER LIKED IT BECAUSE I DIDN'T KNOW HOW TO SPEAK OR WRITE IN ENGLISH. WHEN WE USED TO GO TO SCHOOL, SHE ALWAYS TOLD US, "DON'T SPEAK TO STRANGERS, COME STRAIGHT HOME." SHE WOULD NOT ALLOW US TO GO OVER TO SEE OUR GIRLFRIENDS. SHE SAID, "FRIENDS ARE IN SCHOOL, HOME--YOU STAY HOME. YOU DO YOUR HOMEWORK."
OUR FRIENDS WERE IN SCHOOL AND CHURCH. WE USED TO GO TO CHURCH A LOT. THAT WAS OUR LIFE. FROM SCHOOL TO CHURCH AND FROM CHURCH TO SCHOOL, 7 DAYS A WEEK.

I STOPPED GOING TO SCHOOL WHEN I WAS IN THE NINTH GRADE. WHEN I WAS SIXTEEN, I GOT MARRIED AND HAD TWO DAUGHTERS, THERESA AND ELIZABETH.

I HAVE BEEN DIVORCED. MY MARRIAGE AFTER A COUPLE OF YEARS DIDN'T WORK. I WASN'T THINKING OF GOING BACK TO SCHOOL, SO I DIDN'T. NOW I HAVE FOUR KIDS. MY YOUNGEST IS THREE YEARS OLD. I HAVE A BEAUTIFUL GRANDDAUGHTER WHO IS TWO YEARS OLD. MY OLDER DAUGHTER DROPPED OUT OF SCHOOL JUST LIKE I DID. IT WAS A SHAME BECAUSE I WANTED HER TO HAVE A GOOD EDUCATION AND A FUTURE TO LOOK FORWARD TO AND HAVE EVERYTHING I DIDN'T HAVE.

I LEARNED THAT FINISHING SCHOOL IS REALLY IMPORTANT. MY TWO OTHER KIDS ARE STILL IN SCHOOL. HOPEFULLY, I WOULD HELP ADVISE THEM THAT THEY NEED ALL THE SCHOOLING THEY CAN GET. I AM HOPING THAT MY YOUNGEST WILL SEE THAT SCHOOL IS REALLY EVERYTHING. I DON'T WANT ANY MORE OF MY KIDS TO GO BACK TO SCHOOL WHEN THEY ARE MARRIED. I WANT THEM TO FINISH IT BEFORE IT'S TOO LATE.

EXERCISES

VOWELS

FILL IN THE MISSING VOWEL IN EACH WORD AND SAY THE SOUND OF THE VOWEL. THE CLUES IN PARENTHESIS TELLS YOU WHERE TO FIND THE WORD IN PARENTHESIS.

W_TH (SENTENCE 5)
T_ME (SENTENCE 7)
G_T (SENTENCE 2)
H_D (SENTENCE 10)
TH_T (SENTENCE 14)
ST_FF (SENTENCE 14)
P_ST (SENTENCE 17)
GR_DE (SENTENCE 18)
G_NE (SENTENCE 21)
T_LL (SENTENCE 24)

MAKING NEW WORDS

SEE HOW MANY NEW WORDS YOU CAN MAKE BY ADDING DIFFERENT VOWELS TO THESE WORDS.

B_RN ____
S_W ____
F_R ____
P_ST ____
S_T ____
WH_LE ____
ST_FF ____
TH_N ____
B_D ____
B_T ____
N_T ____
W_LL ____
M_RE ____

SYLLABLES

WRITE THE WORD WITH ONE SYLLABLE IN THE BLANK.

NEVER, ANY, YEARS ______________________________
ALSO, HUSBAND, PASSED ______________________________
SUPPORT, KNOWS, SWEATERS ______________________________
WORDS, LITTLE, OTHER ______________________________
WHOLE, BIGGER, ALWAYS ______________________________

DIVIDING WORDS INTO SYLLABLES

DIVIDE THE WORDS BELOW INTO SYLLABLES.

GENERATION ____
COMPARES ____
ADORE ____
EXACTLY ____
FINALLY ____
ASSISTANCE ____
STRANGERS ____
IMPORTANT ____

COMPOUND WORDS

WRITE THE TWO WORDS THAT MAKE THE FOLLOWING COMPOUND WORDS.

EVERYTHING ____
GRANDDAUGTHER ____
SIXTEEN ____
GIRLFRIENDS ____
BEDROOM ____
SOMETHING ____
UNDERSTANDS ____

SILENT LETTERS

CROSS OUT THE SILENT LETTERS IN EACH WORD.

DIED
GUESS
GROWING
KNIT
SWEATERS
LIKE
MADE
READ
WRITE
DAUGHTER

CONTRACTIONS

WRITE THE TWO WORDS THAT MAKE UP EACH CONTRACTION BELOW.

THAT'S ______________________________
DIDN'T ______________________________
DON'T ______________________________
WASN'T ______________________________
IT'S ______________________________

MATH

WRITE THE FOLLOWING WORDS AS NUMBERS.

EIGHTY ________________
SEVEN ________________
THREE ________________
TWO ________________
FIVE ________________
THIRTY ________________
EIGHTEEN ________________
ONE ________________
NINETY-FIVE ________________
SIXTY-FIVE ________________
SIXTEEN ________________

WRITE THE FOLLOWING NUMBERS AS WORDS.
1954 ________________
7 ________________

GEOGRAPHY

Locate Puerto Rico on the map.
Locate Philadelphia on the map.
Locate New York on the map.
What is the capitol of Puerto Rico?

____

What is the capitol of New York?

____

Philadelphia is a city in what state?

____

Locate this state on the map.

COMPREHENSION QUESTIONS

HOW FAR DID MERCEDES' MOTHER GO IN SCHOOL?

HOW DID MERCEDES' GRANDMOTHER SUPPORT HER CHILDREN?

WHAT DID THE CHILDREN EAT IN THE MORNING?

WHERE DID MERCEDES' FAMILY FIRST LIVE WHEN THEY CAME FROM PUERTO RICO?

HOW MANY PEOPLE SHARED THE THREE-BEDROOM HOUSE?

DISCUSSION QUESTIONS

HAVE YOU EVER LIVED SOMEPLACE ELSE?
WHERE? WHAT WAS IT LIKE?
HAVE YOU EVER MOVED FROM ONE PLACE TO ANOTHER? HOW DID YOU FEEL ABOUT MOVING? DID YOU MAKE NEW FRIENDS RIGHT AWAY? WHY OR WHY NOT?

HAVE YOU EVER BEEN ON PUBLIC ASSISTANCE? HOW DID YOU MANAGE? WHAT WAYS DID YOU FIND TO MAKE THE MONEY GO AS FAR AS POSSIBLE? DO YOU THINK PUBLIC ASSISTANCE IS A GOOD PROGRAM? WHY OR WHY NOT? IF NOT, WHAT DO YOU THINK WOULD MAKE IT BETTER AND WHY?

MEN'S LIVES

MY FAMILY
DARLENE WEAVER

JOBS
JEANNETTE WOLLIVER

MY FATHER
MERCEDES TORRES

MY GRANDFATHER
HELEN MORRONE

MY GRANDFATHER'S LIFE
CARMEN M. RIVERA

MY FAMILY BACKGROUND
MARGARET MC CARTHY

MY RELATIVES
JOCELYN CARRERO

MY FAMILY

DARLENE WEAVER

MY FATHER, WILLIAM J. SWEENEY, WELL HE ISN'T REALLY MY FATHER, BUT I LOVE HIM LIKE ONE. HE TREATS ME LIKE I AM ONE OF HIS OWN.

HE REMEMBERS WHEN YOU COULD GET IN THE MOVIES FOR A QUARTER PLUS BUY A LOT OF CANDY TO EAT FOR INSIDE THE MOVIES. MY FATHER WAS IN THE WARLOCKS, BUT HE QUIT THE CLUB. HE USED TO GO HUNTING WITH ACTOR JACK PALANCE, WHO LIVES UP IN THE MOUNTAINS.

EXERCISES

CAPITALIZATION

WRITE THE WORDS IN THE STORY THAT SHOULD BEGIN WITH A CAPITAL LETTER. WHY SHOULD THEY BE CAPITALIZED?

ALPHABETICAL ORDER

WRITE THE FOLLOWING WORDS IN ALPHABETICAL ORDER.

COULD, LOVE, QUIT, CANDY, QUARTER, LIKE, CLUB, MOUNTAINS, HUNTING, LIVES

MAKING NEW WORDS

ADD ONE OF THE FOLLOWING LETTERS TO THE WORDS FROM THE STORY LISTED BELOW TO MAKE A NEW WORD. WRITE THE NEW WORD AND A SENTENCE FOR EACH NEW WORD.

D - M - T - B - C - G - N

LOVE: ______________________

EAT: ______________________________

____

____

OWN: ______________________________

____

____

LOT: ______________________________

____

____

UP: ______________________________

____

____

ONE: ______________________________

____

____

HIS: ______________________________

____

____

COMPREHENSION QUESTIONS:

How much did it cost to get in the movies and buy candy?

What club did Darlene's father belong to?

What did he do with Jack Palance?

DISCUSSION QUESTIONS:

Did you ever belong to a club or gang? Why did you join?

What are the advantages/disadvantages of being a member?

JOBS

JEANETTE WOLLIVER

MY GRANDFATHER, MY MOTHER'S FATHER, WORKED AS A PAPER BOX LABORER. HE QUIT SCHOOL IN THE SIXTH OR SEVENTH GRADE TO GO TO WORK. HE HAD TO SUPPORT MY MOTHER AND THE FAMILY. HE WAS FROM FRANCE. HE DIED WHEN HE WAS FORTY-ONE YEARS OLD. MY GREAT-GRANDFATHER WAS A COAL MINER. HE WAS FROM FRANCE.

ONE OF MY BROTHERS IS A ROOFER, THE OTHERS ARE STILL IN SCHOOL. ONE OF MY BROTHERS DIED WHEN HE WAS TEN DAYS OLD.

MY OTHER GREAT-GRANDFATHER WAS A BAKER FROM GERMANY. HIS WIFE WAS ALSO A BAKER. MY GRANDFATHER WORKED FOR THE TRANSIT COMPANY.

MY FATHER WAS IN THE AIR FORCE. HE GRADUATED FROM SCHOOL.

EXERCISES

SINGULAR (S), PLURAL (P), AND POSSESSIVE (POS) NOUNS

NEXT TO EACH WORD LISTED BELOW, WRITE "P" IF THE WORD IS PLURAL, "S" IF THE WORD IS SINGULAR AND "POS" IF THE WORD SHOWS POSSESSION.

MOTHER'S ____________
FAMILY ____________
BROTHERS ____________
FATHER ____________

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES, THEN WRITE THE DEFINITION OF THE WORD BESIDE IT.

LABORER____

PAPER____

SUPPORT____

COMPANY____

GRADUATED____

WRITE A SENTENCE FOR EACH WORD:

GEOGRAPHY:

LOCATE GERMANY AND FRANCE ON THE MAP.
WHAT CONTINENT ARE THEY ON?

COMPREHENSION QUESTIONS:

WHAT GRADE WAS JEANNETTE'S GRANDFATHER IN WHEN HE QUIT SCHOOL?

WHAT KIND OF JOB DID HE HAVE?

WHAT BRANCH OF THE SERVICE WAS JEANNETTE'S FATHER (A PART OF) IN?

DISCUSSION QUESTIONS:

WHAT DO YOU THINK ARE SOME OF THE DANGERS OF WORKING IN A MINE? WHAT OTHER KINDS OF WORK CAN BE DANGEROUS? HOW ARE THEY DANGEROUS?

WHAT CHANGES CAN/COULD BE MADE TO SOLVE THE DANGERS OF THE JOBS YOU LISTED.

WHAT CAN PEOPLE DO TO BRING ABOUT THESE CHANGES?

MY FATHER

MERCEDES TORRES

MY PARENTS REALLY NEVER GOT A CHANCE TO FINISH SCHOOL. MY FATHER ONLY MADE IT TO THE SECOND GRADE. MY FATHER DOESN'T READ OR WRITE ENGLISH OR SPANISH. HE TOLD ME THAT WHEN HE WAS TWELVE YEARS OLD, HIS FATHER SENT HIM TO WORK TO HELP SUPPORT THE FAMILY. HE WORKED IN A MARKET SELLING FRUITS AND FOOD. HE'S REALLY GOOD IN MATH BECAUSE IT HAD A LOT TO DO WITH HIS JOB. IT WAS ROUGH. HIS FATHER ALWAYS BELTED HIM WHEN HE WASN'T DOING THINGS RIGHT.

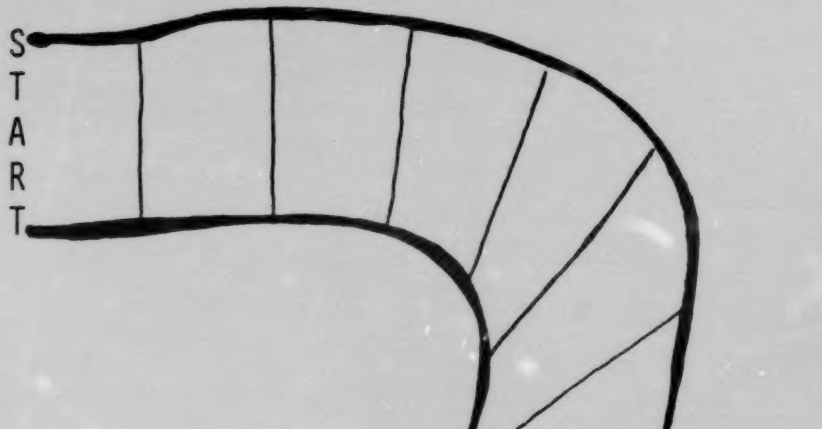
IN PUERTO RICO YOU HAVE YOUR OWN FIELD AND MY FATHER KNOWS HOW TO PRODUCE. HE HAS DONE THIS IN PHILADELPHIA TOO. HE PLANTS TOMATOES AND ALL KINDS OF FOOD. THAT WAS HIS LIVING IN PUERTO RICO AND HE DID THE SAME THING WHEN HE CAME HERE.

THEY DIDN'T OWN ANYTHING. I WISH THEY DID NOW. I GUESS WHEN THEY WERE LIVING THERE, THEY USED TO RENT.

EXERCISES

RACING:

WHO WON THE RACE, WHO PLACED, WHO SHOWED, WHO CAME IN LAST? ALPHABETIZE THE WORDS LISTED BELOW AND PLACE THEM IN ALPHABETICAL ORDER ON THE TRACK IN ORDER TO FIND OUT.



FATHER
ROUGH
SCHOOL
FRUITS
RENT
SECOND
FINISH
REALLY
FOOD
FAMILY
SUPPORT
FIELD

PLACED - 2ND PLACE
SHOWED - 3RD PLACE

CHALLENGE WORDS

WRITE FIVE WORDS FROM THE STORY THAT YOU WOULD LIKE TO LEARN.

WRITE THE MEANING OF THE WORDS YOU WROTE. WHAT YOU THINK THEY MEAN.

WRITE THE MEANING OF THE WORDS FROM THE DICTIONARY.

DIVIDE THE WORDS INTO SYLLABLES

WRITE A SENTENCE FOR EACH WORD

VOWELS

MARK THE FOLLOWING VOWELS. CROSS OUT ANY SILENT LETTERS.

CHANCE
SCHOOL
GOOD
FOOD

MADE
MATH
JOB
TOLD

WRITE A SENTENCE FOR EACH OF THE WORDS ABOVE.

CAPITAL LETTERS

WHAT WORDS IN THE STORY SHOULD BEGIN WITH A CAPITAL LETTER? WHY?

COMPREHENSION QUESTIONS

HOW FAR DID MERCEDES' FATHER GO IN SCHOOL?

HOW OLD WAS HER FATHER WHEN HE STARTED WORKING?

WHERE DID HE WORK?

WHY WAS HE GOOD IN MATH AND NOT READING AND WRITING?

DISCUSSION QUESTIONS

HAVE YOU OR YOUR PARENTS EVER HAD TO LEAVE SCHOOL IN ORDER TO WORK TO HELP SUPPORT THE FAMILY?

DO YOU THINK IT'S ALRIGHT FOR PARENTS TO TAKE CHILDREN OUT OF SCHOOL SO THEY CAN WORK?

ARE THERE LAWS ABOUT CHILDREN WORKING?

WHAT ARE THEY?

ARE THEY GOOD LAWS?

WOULD YOU CHANGE THEM? WHY OR WHY NOT?

MY GRANDFATHER

HELEN MORRONE

My grandpop's name was Emilo. Grandpop was born in the year 1884. He came to the United States when he was eighteen years old. He worked in the coal mines, but his trade was being a butcher. He cut meat very well. He met grandmom Formica in 1920 and they were married. Grandmom was sixteen years old. They bought a store and grandpop cut meat. Grandpop became a citizen of the United States.

His only enjoyment was having friends at home; playing cards, because in those days they didn't have movies or anything; and playing a game called Bocci with wooden balls. His motto, like a typical Italian, was "Work hard and have lots of children."

Grandpop became very prosperous and made money by selling in a store, their own store.

Their way of eating was growing their own vegetables. They had their own chickens and cows too. They sold the eggs in the store. Sometimes the chickens too. They had their own pigs and they made their own sausage as well. Grandpop was ninety-four years of age when he died. They were very proud of having 28 grandchildren, 52 great-grandchildren and 2 great-great grandchildren.

EXERCISES

MATH:

IF EMILO WAS BORN IN 1884 AND HE CAME TO THE COUNTRY WHEN HE WAS 18 YEARS OLD, WHAT YEAR DID HE COME TO THE UNITED STATES? WRITE YOU ANSWER AS A MATH PROBLEM.

IF EMILO WAS NINETY-FOUR YEARS OLD WHEN HE DIED AND HE WAS BORN IN 1884, WHAT YEAR DID HE DIE? WRITE YOUR ANSWER AS A MATH PROBLEM.

IF EMILO MET HIS WIFE IN 1920 AND HE WAS BORN IN 1884, HOW OLD WAS HE WHEN HE MET HIS WIFE? WRITE YOU ANSWER AS A MATH PROBLEM.

WRITE THE FOLLOWING NUMBERS AS WORDS:

1884: ____
28: ____
52: ____
2: ____

CHALLENGE WORDS:

WRITE THREE WORDS FROM THE STORY YOU WOULD LIKE TO LEARN.

____
____
____

WRITE WHAT YOU THINK EACH OF THE WORDS MEAN

____

____

____

____

____

____

WRITE THE DICTIONARY DEFINITION FOR EACH WORD

____

____

____

____

____

____

DIVIDE THE WORDS INTO SYLLABLES

____

____

____

WRITE A SENTENCE FOR EACH WORD

____

____

____

____

____

____

____

____

____

WRITE EACH WORD FROM MEMORY

SCRAMBLED SYLLABLES:

THESE SYLLABLES DO NOT MAKE A WORD. PUT THEM IN THE RIGHT ORDER AND THEY WILL MAKE A WORD. WRITE THE WORD. THE FIRST ONE HAS BEEN DONE FOR YOU.

JOY EN MENT	ENJOYMENT
TED U NI	
I CAL TYP	
OUS PROS PER	
BLES VEG TA E	

HERE AND NOW:

CHANGE THE FOLLOWING VERBS TO THE PRESENT TENSE. THE FIRST ONE HAS BEEN DONE FOR YOU.

WORKED	WORK OR WORKS
WAS	
CAME	
WERE	
MADE	
HAD	
SOLD	
MET	

WHO DOES WHAT?

HELEN'S GRANDFATHER WAS A BUTCHER. HE CUT MEAT. LISTED BELOW ARE TYPES OF JOBS AND PEOPLE WHO DO THEM. SEE HOW MANY YOU KNOW. MATCH THE PERSON WITH THE WORK. THE FIRST ONE IS DONE FOR YOU.

BUTCHER
GROCER
STATE REPRESENTATIVE
BLOCK CAPTAIN
LAWYER
SEAMSTRESS
COUNCIL PERSON
TEACHER
DOCTOR
WARD LEADER
PLUMBER
DIETITIAN
CONGRESS PERSON
FARMER
SECRETARY
MAYOR
DENTIST
GOVERNOR

PASSES CITY LAWS AND ORDINANCES
GOVERNS A CITY
DEFENDS PEOPLE
FIXES DRAINS
TILLS THE LAND
GOVERNS A STATE
CUTS MEAT
FIXES TEETH
TYPES LETTERS
ORGANIZES PEOPLE ON YOUR STREET
REPRESENTS YOU IN WASHINGTON
SELLS FOOD
CURES YOUR PAIN
HELPS YOU LEARN
HEMS CLOTHING
REPRESENTS YOU IN HARRISBURG
OVERSEES COMMITTEE PERSONS
GIVES INFORMATION ABOUT NUTRITION

DO YOU KNOW?

WRITE THE NAME OF YOUR:

BLOCK CAPTAIN ____________________
COMMITTEE PERSON ____________________
WARD LEADER ____________________
COUNCIL PERSON ____________________
STATE REPRESENTATIVE ____________________
CONGRESS PERSON ____________________
MAYOR ____________________
GOVENOR ____________________

GEOGRAPHY:

Locate Italy on the map
What is the capitol of Italy? ____________________
____

On what continent is Italy located? ____________________
____

On what continent is the United States located? ____________________
____

Locate the United States on the map.
What is the capitol of the United States? ____________________
Find it on the map.

COMPREHENSION QUESTIONS:

Where was Emilo working when he met Elizabeth?

What was Emilo's trade?

What did Emilo do for enjoyment?

FROM THE STORY:

what sentence in the story gives a clue to where Emilo came from? write the sentence.

____

____

____

DISCUSSION QUESTIONS:

Do you think people married at a younger age years ago? Why do you think so?

Emilo came to the United States, worked in a coal mine and later bought a store. Do you think it was harder then than it is now trying to get our own business? Do you think people have the same opportunities, less opportunities, or more opportunities today. Why or why not?

MY GRANDFATHER'S LIFE

CARMEN M. RIVERA

MY GRANDFATHER WAS A BUTCHER. HE USE TO KILL COWS, GOATS, PIGS AND CHICKENS. THEN HE WOULD GET THEM CLEAN AND READY TO DELIVER. HE WOULD ALSO GET SAND AND STONES TOGETHER TO SELL TO THE PEOPLE THAT HAD MONEY TO BUILD HOUSES. HE ALSO DID LOTS OF AGRICULTURAL WORK.

MY GRANDFATHER ALSO USE TO EARN HIS LIVING AS A BASKET MAKER. HE MADE ALL KINDS OF BASKETS OUT OF STRAW. ALSO, MY MOTHER TELLS ME THAT HE WOULD GIVE YOU A RUB DOWN, EVEN ON BROKEN BONES. HE WOULD MAKE YOU FEEL LIKE A MILLION BUCKS.

THERE ISN'T MUCH THAT I COULD WRITE ABOUT MY FATHER. HE AND MY MOTHER WERE SEPARATED WHEN I WAS VERY YOUNG. I KNEW HIM. HE USE TO BE A PUBLIC CAR DRIVER. WHAT WE CONSIDER A TAXI-CAB DRIVER.

EXERCISES

WHAT'S THE SAME?

DRAW A LINE FROM THE WORD IN LIST A TO THE WORD IN LIST B THAT HAS SOMETHING IN COMMON.

LIST A	LIST B
CLEAN	COULD
STONES	BUTCHER
OUT	COWS
DRIVER	READY
WOULD	BONES

DIVIDE THESE WORDS INTO SYLLABLES. NEXT TO EACH WORD WRITE THE NUMBER OF VOWEL SOUNDS IN EACH WORD.

DELIVER ____________________ ____________________
AGRICULTURE ____________________ ____________________
BASKET ____________________ ____________________
BROKEN ____________________ ____________________
PUBLIC ____________________ ____________________
SEPARATED ____________________ ____________________
CONSIDER ____________________ ____________________

WHAT DOES IT MEAN?

WRITE WHAT YOU THINK THE FOLLOWING WORDS MEAN AS USED IN THE STORY.

RUBDOWN ____
____

MILLION BUCKS ____
____

WHO ARE THEY?

FILL IN THE BLANKS WITH THE NAME OR TITLE OF THE PERSON(S) WHO DOES EACH JOB.

PERSON WHO BUILDS HOUSES ______________________
PERSON WHO GIVES RUBDOWNS ______________________
PERSON WHO DOES AGRICULTURE WORK ______________________
PERSON WHO GETS SAND AND STONE TOGETHER ______________________

COMPREHENSION QUESTIONS:

WHAT DID CARMEN'S GRANDFATHER SELL?

WHAT DID HE MAKE?

WHAT DID CARMEN'S FATHER DO FOR A LIVING?

MY FAMILY BACKGROUND

MARGARET MC CARTHY

MY PARENTS WERE IRISH AND ENGLISH DESCENT. MY MOTHER'S FAMILY WAS IRISH AND MY FATHER'S FAMILY WAS ENGLISH. HE WAS ONE OF SEVEN CHILDREN. MY MOTHER WAS ONE OF THREE. MY FATHER'S FAMILY WERE MOSTLY RED-HEADED AND ALL HIS BROTHERS WORKED IN THE NEWSPAPER TRADE AS PRESSER PRINTERS DOWN AT THE OLD RECORD BUILDING.

MY HUSBAND WORKS FOR THE RAILROAD AND MY SON ALSO WORKS FOR THEM. MY OTHER SON WAS A PRESSMAN, BUT IS NOW TAKING ASBESTOS OUT OF SCHOOLS AND HOSPITALS. MY DAUGHTER IS A SCHOOL TEACHER.

EXERCISES

VOWEL SOUNDS:

UNDERLINE THE WORDS WITH A LONG VOWEL SOUND. CIRCLE THE WORDS WITH A SHORT VOWEL SOUND.

SEVEN
RAILROAD
BUT
THREE
AND

ALPHABETICAL ORDER:

PUT THE WORDS LISTED BELOW IN ALPHABETICAL ORDER. WRITE A SENTENCE FOR EACH WORD.

FAMILY ____________________
NEWSPAPER ____________________
PRINTERS ____________________
SCHOOLS ____________________
FATHER ____________________
ASBESTOS ____________________
ALSO ____________________
PRESSER ____________________
TRADE ____________________
RAILROAD ____________________

GEOGRAPHY:

WRITE THE NAMES OF THE CONTINENTS AND LOCATE THEM ON THE MAP

LOCATE ITALY AND ENGLAND ON THE MAP.

ON WHAT CONTINENT IS ITALY AND ENGLAND LOCATED?

WHAT IS THE CAPITOL OF ITALY?

WHAT IS THE CAPITOL OF ENGLAND?

COMPREHENSION QUESTIONS:

WHAT TRADE DID MARGARET'S FATHER AND UNCLES WORK IN?

WHERE DID THEY WORK?

HOW MANY CHILDREN WERE IN MARGARET'S MOTHER'S FAMILY?

DISCUSSION QUESTIONS:

WHAT TYPE OF WORK OR PROFESSION DO YOUR CHILDREN DO/HAVE? WHAT KIND OF WORK DO YOU DO OR WOULD LIKE TO DO? WHAT KIND OF WORK DID YOUR GRANDPARENTS DO? YOUR PARENTS? DID YOUR PARENTS, CHILDREN OR YOU CONTINUE TO DO THE SAME KIND OF WORK AS OTHER FAMILY MEMBERS? WHY OR WHY NOT? WOULD YOU LIKE YOUR CHILDREN OR GRANDCHILDREN TO FOLLOW IN YOUR CHOICE OF WORK? IN YOUR PARENTS' OR GRANDPARENTS' KIND OF WORK? WHY OR WHY NOT?

DO YOU KNOW ANY FAMILY THAT HAS DONE THE SAME KIND OF WORK FROM GENERATION TO GENERATION?

MY RELATIVES

JOCELYN CARRERO

MY GRANDFATHER, TO MAKE A
LIVING, USED TO FIGHT CHICKENS.
HE RAISED HIS ROOSTERS AND
THEN HE USED TO MAKE THEM FIGHT.
HE ALWAYS WON ALL THE FIGHTS.
HE HAD MONEY. HE GREW ALMOST
EVERYTHING. HE GREW HIS
VEGETABLES AND HIS FRUITS.
MY GRANDFATHER'S BROTHERS,
ONE IS A CARDINAL, ONE IS
A PILOT, AND ONE IS A JOCKEY.
MY GRANDFATHER USE TO HAVE
A RESTAURANT. MY MOTHER
HAD TO HELP HIM.

EXERCISES

BEGINNING SOUNDS:

WHAT IS THE BEGINNING SOUND FOR THE FOLLOWING WORDS:

FIGHT
CHICKENS
MONEY
VEGETALBES
FRUITS
WON
RESTAURANT
PILOT
JOCKEY
BROTHERS
CARDINAL
EVERYTHING

SINGULAR AND PLURAL:

WRITE THE WORDS BELOW UNDER THE RIGHT COLUMN.

CHICKENS, RESTAURANT, JOCKEY, ROOSTERS, FRUITS, BROTHERS, PILOT, VEGETABLES

SINGULAR	PLURAL

ENDING SOUNDS:

WHAT IS THE SOUND THAT EACH WORD BELOW ENDS WITH?

ALMOST ______ HELP ______ THEM ______
THEN ______ HAD ______ HIS ______
HAVE ______ CARDINAL______ HE ______

WORD MEANINGS:

WRITE THE DEFINITION FOR THE FOLLOWING WORDS, THEN USE EACH WORD IN A SENTENCE.

JOCKEY ____

____

____

____

CARDINAL ____

____

____

____

MATCHING MATES:

MATCH THE FEMALE WITH THE MALE. DRAW A LINE FROM THE FEMALE IN COLUMN A TO THE MALE IN COLUMN B.

COLUMN A (FEMALE)	COLUMN B (MALE)
CHICKEN	FOX
EWE	BULL
MARE	ELK
LIONESS	LION
COW	ROOSTER
DEER	HORSE
VIXEN	RAM

COMPREHENSION QUESTIONS:

WHAT DID JOCELYN'S GRANDFATHER GROW?

WHAT BUSINESS DID HE OWN?

WHAT PROFESSIONS DID HER UNCLES HAVE?

DISCUSSION QUESTIONS:

HAVE YOU EVER SEEN A COCK FIGHT? WHY WAS COCKFIGHTING MADE ILLEGAL? WHAT OTHER TYPES OF ENTERTAINMENT DO YOU THINK SHOULD BE ILLEGAL? WHY?

DISCRIMINATION

GROWING UP

SHARON SWEENEY

COMING FROM PUERTO RICO

NILDA ORTIZ

BEING POLISH

KEN DOMBROWSKI

BEING INDIAN

JOHN BYTHEWAY

MY FAMILY

SANDRA L. REED

GROWING UP

SHARON SWEENEY

WHEN I WENT TO SCHOOL, I GOT ALONG BETTER WITH BLACK PEOPLE THAN I DID WITH THE WHITE PEOPLE. I GREW UP IN "PHILLY" AT HOWARD AND HUNTINGDON. I USE TO GO TO THEIR HOUSES AND EAT AND ALL.

WHEN I WENT TO SCHOOL, I USE TO HAVE LOTS OF FIGHTS. THE COLORED GIRLS WOULD BE LIVING DOWN THE STREET FROM ME AROUND THE CORNER, SO WE WOULD JUST GO TO SCHOOL TOGETHER.

I WAS ALWAYS RAISED TO GO OUT AND PLAY. I WASN'T TOLD TO STAY AWAY FROM COLORED PEOPLE. YOU WOULD JUST GO OUT AND PLAY, SO YOU'D PLAY WITH THEM. I USE TO HAVE FIGHTS WITH ALL THE WHITE PEOPLE BECAUSE THEY WANTED ME TO PLAY WITH THEM AND I'D PLAY WITH ANYBODY. THEY JUST DIDN'T WANT ME TO BE FRIENDS WITH THE OTHER GIRLS TOO. THEN THE COLORED GIRLS WOULD COME AND STICK UP FOR ME.

EXERCISES

RHYMING WORDS

WRITE THE WORDS FROM THE STORY THAT RHYMES WITH THE WORDS BELOW.

LETTER ____________________
SWAY ____________________, ____________________, ____________________, ____________________
MUST ____________________
RULE ____________________

MAKING NEW WORDS

CHANGE THE LETTERS IN THE WORDS FROM THE STORY LISTED BELOW TO MAKE A NEW WORD TO FIT THE DEFINITIONS

DOWN____________________; A SMALL COMMUNITY WHERE PEOPLE LIVE
PLAY____________________; A SOFT MATERIAL USED TO MAKE SHAPES OUT OF
RAISED____________________; TO GIVE HONOR TO

COMPREHENSION QUESTIONS

WHERE DID SHARON GROW UP?

WHY DID SHARON HAVE A LOT OF FIGHTS?

WHO "TOOK UP" FOR SHARON?

DISCUSSION QUESTIONS

DID YOU PLAY WITH ALL THE OTHER CHILDREN WHEN YOU WERE YOUNG? DID YOUR PARENTS RESTRICT WHO YOU WERE ALLOWED TO PLAY WITH? WHAT WERE THE RESTRICTIONS? DO YOU TELL YOUR CHILD WHO TO PLAY WITH? WHY OR WHY NOT? DO YOU THINK PARENTS SHOULD TELL THEIR CHILDREN WHO TO PLAY WITH? WHY OR WHY NOT? DO PARENTS TELL THEIR CHILDREN WHO TO ASSOCIATE WITH WHEN THEY GET OLDER? WHAT ARE SOME OF THE REASONS YOU WOULD TELL YOUR CHILD NOT TO PLAY OR ASSOCIATE WITH ANOTHER CHILD?

COMING FROM PUERTO RICO

NILDA ORTIZ

I came here
from Puerto Rico.
The first neighborhood
I lived in was at
6th and Cambria.
There were no Puerto Ricans.
There were no blacks.
Everybody was white.
There were Polish
and Italian.
They would look at me
funny.
The kids use to
make fun of me
because I didn't
speak English at all.
I spoke Spanish.
I use to get mad
at them.
I use to fight
almost everyday.
Then, the other kids
got use to me and
we would play around.

EXERCISES

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES

NEIGHBORHOOD ____________________
BECAUSE ____________________
AROUND ____________________
FUNNY ____________________
ALMOST ____________________

WRITE THE RULE THAT TELLS YOU HOW TO FIND THE NUMBER OF SYLLABLES IN A WORD.

____
____
____
____

NUMBER OF SYLLABLES

WRITE THE NUMBER OF SYLLABLES IN EACH WORD BESIDE THE WORD.

EVERYBODY ____________________
FIRST ____________________
OTHER ____________________
SPOKE ____________________
EVERY ____________________

GEOGRAPHY

WRITE THE WORD THAT INDICATES A PERSON THAT COMES FROM THE FOLLOWING COUNTRIES.

POLAND ____________________
ENGLAND ____________________
PUERTO RICO ____________________
HAITI ____________________
VIET NAM ____________________
KENYA ____________________

ITALY ____________________
IRELAND ____________________
BRAZIL ____________________
LAOS ____________________
GHANA ____________________
ISREAL ____________________

LOCATE THESE COUNTRIES ON THE MAP

DEFINITIONS

WRITE THE WORD FROM THE STORY THAT MEANS:

TO TALK ____
TO SEE ____
ANGRY ____

COMPREHENSION QUESTIONS

WHERE DID NILDA COME FROM?

WHY DID NILDA FIGHT WITH THE OTHER CHILDREN?

WHAT LANGUAGE DID NILDA SPEAK WHEN SHE ARRIVED IN PHILADELPHIA?

DISCUSSION QUESTIONS

NILDA LIVED IN AN ALL WHITE NEIGHBORHOOD. HAVE YOU OR YOUR FAMILY EVER LIVED IN A NEIGHBORHOOD WHOSE RESIDENTS WERE OF A RACE OTHER THAN YOUR OWN? WHAT WAS IT LIKE? WERE THERE ANY PROBLEMS? WHAT KIND? HOW DO YOU THINK IT WOULD FEEL TO LIVE IN SUCH A NEIGHBORHOOD?

NILDA WAS TEASED BY THE OTHER CHILDREN BECAUSE SHE COULDN'T SPEAK ENGLISH. HAVE YOU EVER BEEN MADE FUN OF? WHEN? WHAT DID IT FEEL LIKE?

BEING POLISH

KEN DOMBROWSKI

My parents are from Philadelphia,
the Fishtown area.
My grandmother and my grandfather
were both Polish.
They came from Poland.
When they came over here,
they couldn't talk English.

My grandfather had a farm.
When he first came over here,
he bought a farm.
He couldn't make it
on the farm so he came
down to where the jobs
were - in the city.

My father always worked.
He was a tool and die man.
When he was growing up in his
neighborhood, he had a hard
time being Polish.
They didn't accept him.
They beat him up.
He went to a Polish school
St. Lorenzes.

YOU HAD TO BE POLISH TO GO THERE.
MY AUNTS, TWO OF THEM WERE NUNS,
WENT INTO THE CONVENT AT THE
AGE OF FOURTEEN OR FIFTEEN.
IT WAS ALL IRISH AROUND HERE.
AND THEN THE POLISH
STARTED MOVING IN.
WHEN THEY WERE KIDS, THEY USE
TO FIGHT ALL THE TIME.

WE GOT A PRETTY GOOD EDUCATION.
THERE WERE EIGHT OF US.
MY MOTHER HAD CONTROL
OF EIGHT OF US AND IT WAS
NO PROBLEM.
WHAT MAKES ME LAUGH IS
MY SISTER WHO COMES OVER
WITH MAYBE FOUR OR FIVE KIDS.
SHE HAS NO CONTROL AND SHE
ASKS MY MOM, "HOW'D YOU DO IT?"
SHE SAYS, "I DON'T KNOW, YOU'D
LISTEN TO ME WHEN I SAID
SOMETHING."

I CAN REMEMBER WHEN WE WERE
LITTLE KIDS.
WE'D GET ON THE BUS.
WE'D GO TO THE BOULEVARD
TO THE SWIMMING POOL.
THERE WERE SEVEN OR
EIGHT OF US.
WE'D GET ON THERE
AND WE'D SIT ON THE SEATS
AND THAT WAS THE END OF IT.
MY MOM SAID SIT AND WE SAT THERE.

EXERCISES

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES

POLAND ____________________
NEIGHBORHOOD ____________________
CONVENT ____________________
EDUCATION ____________________
PROBLEM ____________________
ENGLISH ____________________
AROUND ____________________
ACCEPT ____________________
CONTROL ____________________
REMEMBER ____________________
SISTER ____________________

CONTRACTIONS

WRITE THE WORDS THAT MAKE UP THE FOLLOWING CONTRACTIONS.

DIDN'T ____________________
DON'T ____________________
WE'D ____________________
HOW'D ____________________
YOU'D ____________________
COULDN'T ____________________

ROOT WORDS

WRITE THE ROOT WORDS FOR THE FOLLOWING.

GROWING ______________________
MOVING ______________________
SWIMMING ______________________
STARTED ______________________
USED ______________________
WORKED ______________________

GEOGRAPHY

WRITE THE NAMES OF THE COUNTRIES THE FOLLOWING GROUPS OF PEOPLE COME FROM.

POLISH ______________________
ENGLISH ______________________
PUERTO RICANS ______________________
HAITIAN ______________________
EGYPTIAN ______________________
IRISH ______________________
FRENCH ______________________
ETHIOPIANS ______________________
SALVDORIAN ______________________
NIGERIAN ______________________

LOCATE THE COUNTRIES YOU NAMED IN THE ABOVE EXERCISE ON THE MAP.
LOCATE FISHTOWN ON THE MAP OF PHILADLEPHIA.

COMPREHENSION QUESTIONS

WHERE DID KENS' GRANDPARENTS COME FROM?

WHAT DID KEN'S GRANDFATHER DO WHERE HE PREVIOUSLY LIVED?

WHY WAS KEN'S FATHER BEATEN UP?

WHAT RELIGION IS KEN'S FAMILY?

HOW MANY CHILDREN WERE IN KEN'S FAMILY?

HOW MANY CHLDREN DID KEN'S SISTER HAVE?

DISCUSSION QUESTIONS

WHAT DO YOU THINK IT FEELS LIKE TO BE IN A COUNTRY AND NOT BE ABLE TO SPEAK THE LANGUAGE? HAS THIS EVER HAPPENED TO YOU OR SOMEONE IN YOUR FAMILY? HOW WOULD YOU GET FOOD, SHOP OR LOOK FOR WORK?

WHAT IS YOUR ETHNIC BACKGROUND? DO YOU OR DOES YOUR FAMILY DO CERTAIN (SPECIAL) THINGS, COOK CERTAIN FOODS, CELEBRATE SPECIAL HOLIDAYS THAT REPRESENT YOUR CULTURAL OR ETHNIC BACKGROUND?

HAVE YOU EVER BEEN DISCRIMINATED AGAINST? WHEN? HOW DID IT FEEL? WHAT DID YOU DO? ARE YOUR CHILDREN DISCRIMINATED AGAINST? WHAT DO YOU DO ABOUT IT? WHAT DO YOU TELL YOUR CHILDREN?

KEN WENT TO A PRIVATE SCHOOL. DID YOU OR DO YOUR CHILDREN GO TO SPECIAL CLASSES OR PRIVATE SCHOOL? WHY? WHY DO YOU THINK KEN'S PARENTS SENT HIM TO A POLISH CATHOLIC SCHOOL?

WHY DO YOU THINK KEN'S MOTHER COULD CONTROL EIGHT CHILDREN AND HIS SISTER HAD PROBLEMS WITH FOUR OR FIVE?

DO CHILDREN AT FOURTEEN OR FIFTEEN YEARS OF AGE BECOME NUNS TODAY? WHY OR WHY NOT? WHY DID THEY DO IT BACK THEN?

BEING INDIAN

JOHN BYTHEWAY

My grandmother was a Cherokee
from Virginia.
My grandfather was German.
I talked a lot with
my grandmother when
she was alive about
what it was like
growing up on a
reservation and
how she was treated.
It was a fairly
rough life.
It sort of parallels
what goes on today
with civil rights.
The white man just
decided that the
Indians were no
good. They didn't
like them and they
were different, so
they figured they
were nothing.
The white men
took everything
and gave back nothing.
Being a little girl and
growing up as an Indian
child, running around free,
and living inside a teepee,
sounded exciting. She made
me want to do it.
Even today, I still want
to do it.
I would love to be able
to run around free and
not have to worry
about anything.
The women didn't do much,
according to my mother,
except stay in camp and
make the meals and just
basically mind their own
business.
It seemed to be male
domination in the tribe.
I don't know how it is
today, because I haven't
visited.
Back when my grandmother
was a little girl, when
the men decided to talk

OR SOMETHING, THE WOMEN
JUST WENT INTO THE TEEPEE.
THE MEN DECIDED AND THAT WAS IT.
THE WOMEN STAYED COMPLETELY
OUT OF IT.
THEY DID WHAT THEY WERE
TOLD AND THAT WAS IT.

I HAVE AN AUNT IN ENGLAND.
MY AUNT WANTED MY FATHER TO
COME OVER THERE WITH
MY BROTHER AND SISTER,
BUT LEAVE MY MOTHER HERE
BECAUSE SHE DIDN'T THINK
MY MOTHER, BEING AN INDIAN,
WAS GOOD ENOUGH FOR HIM.

EXERCISES

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES

CHEROKEE ____________________

ALIVE ____________________

PARALLELS ____________________

LITTLE ____________________

TEEPEE ____________________

WORRY ____________________

BUSINESS ____________________

ENGLAND ____________________

GERMAN ____________________

ABOUT ____________________

CIVIL ____________________

INSIDE ____________________

ABLE ____________________

ACCORDING ____________________

DOMINATION ____________________

RESERVATION ____________________

ROOT WORDS

WRITE THE ROOT WORDS FOR:

GROWING ____________________

TREATED ____________________

RUNNING ____________________

STAYED ____________________

DECIDED ____________________

FIGURED ____________________

LIVING ____________________

COMPLETELY ____________________

SILENT LETTERS

CROSS OUT THE SILENT LETTERS.

DECIDE FIGURE LIVE COMPLETE

NOW ADD "ING" TO EACH WORD

____

____

____

____

MARKING VOWELS

MARK THE VOWELS IN THE FOLLOWING WORDS:

RUN CAN MOP HOP

NOW ADD "ING" TO EACH WORD

____

____

____

____

VOCABULARY

DEFINE THE FOLLOWING:

RESERVATION____

____

____

CIVIL RIGHTS____

____

____

PARALLELS____

____

____

WILDERNESS____

____

____

DOMINATION____

____

____

DISCRIMINATION ____

____

TRIBE ____

____

____

GEOGRAPHY

Locate Germany on the map. On what continent is Germany found?

____

How many continents are there?

____

Write the names of the continents.

____

____

____

Locate Virginia on the map. What is the capitol of Virginia?

____

MATCHING ROOT WORDS

MATCH EACH ROOT WORD WITH THE CORRECTLY SPELLED "ING" FORM.

MOP
MOPE
HOP
HOPE
CAN
CANE
TAPE
TAP

TAPPING
MOPPING
TAPING
HOPPING
MOPING
HOPING
CANNING
CANING

WRITE THE RULE FOR ADDING "ING" TO WORDS.

SMALL TO LARGE

NUMBER THE FOLLOWING ACCORDING TO SIZE WITH THE SMALLEST BEING FIRST.

CONTINENT ____________ COUNTRY ____________
CITY ____________ STATE ____________

DO YOU KNOW?

WRITE THE NAME OF THE CITY, STATE, COUNTRY AND CONTINENT IN WHICH YOU LIVE.

COMPREHENSION QUESTIONS

In what state did the Cherokees live?

Where did John's grandfather come from?

What did women do in the tribe?

Why did John state the tribe was dominated by males?

DISCUSSION QUESTIONS

WHY DO INDIANS LIVE ON RESERVATIONS? WOULD YOU LIKE TO LIVE ON A RESERVATION? WHAT ARE SOME ADVANTAGES/DISADVANTAGES OF LIVING ON A RESERVATION? IF YOU WERE AN INDIAN, WOULD YOU PREFER TO LIVE ON A RESERVATION OR WITH WHITES?

WHAT OTHER GROUPS HAVE BEEN DISCRIMINATED AGAINST IN THE UNITED STATES? WHY DO YOU THINK PEOPLE ARE DISCRIMINATED AGAINST? CAN YOU GIVE THREE SPECIFIC EXAMPLES OF DISCRIMINATION THAT YOU HAVE BEEN SUBJECTED TO? HAVE YOU EVER BEEN DENIED AN APARTMENT, A JOB, CREDIT? WHY DO YOU THINK IT HAPPENED?

DO YOU THINK DISCRIMINATION WILL END? WHO CAN STOP IT? HOW CAN IT STOP? DO YOU THINK IT SHOULD CONTINUE? WHY OR WHY NOT?

COMPARE THE LIFE OF JOHN'S GRANDMOTHER WITH A NON-INDIAN WOMAN. WHAT ARE THE SIMILARITIES AND WHAT ARE THE DIFFERENCES? DO YOU THINK WHITES, BLACKS OR OTHER NON-INDIANS LIVE IN A MALE-DOMINATED SOCIETY? GIVE THREE SPECIFIC EXAMPLES TO SUPPORT YOU OPINION.

FREE WRITING

YOU ARE JOHN'S MOTHER AND YOUR HUSBAND'S SISTER HAS JUST INVITED THE ENTIRE FAMILY TO ENGLAND, BUT HAS TOLD THEM YOU CAN NOT COME. WRITE A LETTER TO YOUR SISTER-IN-LAW TELLING HER HOW YOU FEEL.

YOU ARE AN INDIAN ON A RESERVATION AND YOU FEEL WHITES ARE AND HAVE CHEATED YOU. WRITE THREE THINGS YOU COULD DO.

LIST THREE SIMILARITIES BETWEEN INDIANS AND ONE OTHER MINORITY GROUP IN THE UNITED STATES.

MY FAMILY

SANDRA L. REED

MY GREAT-GRANDMOTHER CAME FROM UP-STATE OHIO. SHE HAD FOUR GIRLS. MY GREAT GRANDMOTHER WAS WHITE. BACK IN THE "GOOD OLD DAYS", SO THEY SAY, BLACKS MARRIED BLACKS AND WHITES MARRIED WHITES.

MY GREAT-GRANDMOTHER HAD THREE OF HER GIRLS BY A WHITE MAN AND ONE BY A BLACK MAN. THE ONE BY THE BLACK MAN WAS MY GRANDMOTHER. SHE WAS NOT BLACK; SHE JUST HAD DARK SKIN. SHE CAME OUT WHITE, BUT JUST DARK-SKINNED. FOR THAT REASON, MY GRANDMOTHER'S GRANDMOTHER MADE HER DO ALL THE WORK IN THE HOUSE. SHE HAD TO STOP SCHOOL AND GO TO WORK. SHE DID THIS UNTIL HER GRANDMOTHER DIED. BEFORE SHE DIED, SHE TOLD MY GRANDMOTHER THAT SHE DID LOVE HER MORE THAN HER OTHER GRAND KIDS. SHE HAD HER REASON FOR TREATING HER LIKE THAT AND SHE DIED AFTER THAT.

EXERCISES

CONSONANTS

WRITE A WORD THAT BEGINS WITH THE SAME CONSONANT BLEND AS THE WORDS FROM THE STORY LISTED BELOW.

BLACK ______________________
THREE ______________________
STOP ______________________
GRANDMOTHER ______________________
TREATING ______________________

BEGINNING SOUNDS

WRITE A WORD THAT BEGINS WITH THE SAME SOUND AS THE WORDS FROM THE STORY WRITTEN BELOW.

GIRLS ______________________
JUST ______________________
GO ______________________
AFTER ______________________

SCRAMBLED WORDS

UNSCRAMBLE THE LETTERS BELOW TO SPELL A WORD FOUND IN THE STORY.

NTUIL ______________________
IOOH ______________________
SENORA ______________________
DRAMREI ______________________
GTNTREIA ______________________

GEOGRAPHY

LOCATE OHIO ON THE MAP. WHAT IS THE CAPITOL OF OHIO?

COMPREHENSION QUESTIONS

WHERE DID SANDRA'S GREAT-GRANDMOTHER COME FROM?

HOW MANY CHILDREN DID SHE HAVE?

WHY DID SANDRA'S GRANDMOTHER HAVE TO STOP GOING TO SCHOOL?

DISCUSSION QUESTIONS

WHY DO YOU THINK SANDRA'S GREAT-GREAT-GRANDMOTHER TREATED HER GRANDDAUGHTER DIFFERENTLY, BUT TELL HER SHE LOVED HER MORE THAN ALL HER OTHER GRANDCHILDREN? DO YOU HAVE A FAVORITE AMONG YOUR CHILDREN? DO YOU TREAT EACH CHILD DIFFERENTLY? DO YOU THINK IT'S FAIR TO OTHER CHILDREN FOR A PARENT TO HAVE A FAVORITE CHILD? WHY OR WHY NOT?

SANDRA'S GREAT-GRANDMOTHER HAD 3 CHILDREN BY A WHITE MAN AND ONE BY A BLACK MAN. DO YOU THINK IT'S ACCEPTABLE TO HAVE CHILDREN OUT OF WEDLOCK? TO HAVE RACIALLY MIXED CHILDREN? A RACIALLY MIXED MARRIAGE? EXPLAIN YOUR ANSWERS.

DO YOU THINK SOCIETY HAS CHANGED THEIR ATTITUDES ABOUT MIXED MARRIAGES? WHY OR WHY NOT?

CHANGING TIMES

MY FAMILY
DARLENE WEAVER

THEN AND NOW
GRACE DEROSA

MY FAMILY

DARLENE WEAVER

I DO NOT REMEMBER MUCH ABOUT MY GRANDPARENTS. I NEVER KNEW MY MOTHER'S FATHER AND ALL I REMEMBER ABOUT MY GRANDMOTHER IS WHAT SHE USE TO TELL ME WHICH ISN'T MUCH BECAUSE SHE DIED WHEN I WAS REAL YOUNG.

SHE WAS GERMAN AND SHE USED TO SAY THAT THERE WERE NO TELEVISIONS TO WATCH AND HOW CHEAP THE FOOD WAS. ALSO, HOW DIFFERENT THE CLOTHES WERE.

MY GRANDPARENTS ON MY STEP-FATHER'S SIDE USED TO LIVE IN FLORIDA WHERE THEY HAD A HOTEL. WE STAYED THERE FOR EIGHT MONTHS WHEN WE WERE LITTLE. I LOVED IT OUT THERE.

EXERCISES

ONE-SYLLABLE WORDS

WRITE THE WORDS IN THE SECOND PARAGRAPH THAT HAVE ONLY ONE SYLLABLE. DO NOT REPEAT WORDS.

__________ __________ __________ __________
__________ __________ __________
__________ __________ __________
__________ __________ __________
__________ __________ __________

MULTIPLE SYLLABLES

WRITE THE WORDS IN THE FIRST PARAGRAPH THAT HAVE MORE THAN ONE SYLLABLE. NEXT TO EACH WORD, WRITE THE NUMBER OF SYLLABLES IN THE WORD.

__________ __________
__________ __________
__________ __________
__________ __________
____

GEOGRAPHY

Locate Florida on the map. What's the capitol of Florida?

On what continent is Florida located?

Locate Germany on the map. On what continent is Germany located?

CONTRACTIONS

WHAT TWO WORDS MAKE UP THE CONTRACTION - ISN'T?

__________ __________

VOCABULARY

WRITE THE WORD IN THE STORY THAT MEANS:

TO THINK AGAIN ______________________________

NOT THE SAME ______________________________

OF A LOW PRICE ______________________________

SYNONYMS

WRITE THE WORD FROM THE STORY THAT SOUNDS LIKE THE WORD LISTED BELOW BUT HAS A DIFFERENT MEANING.

NEW __________________________

DUE __________________________

KNOW __________________________

INN __________________________

AWL __________________________

KNOT __________________________

EYE __________________________

TWO __________________________

THEIR __________________________

COMPREHENSION QUESTIONS

WHAT NATIONALITY WAS DARLENE'S GRANDMOTHER?

WHERE DID HER OTHER GRANDPARENTS LIVE?

HOW LONG DID DARLENE STAY WHEN SHE VISITED HER GRANDPARENTS?

DISCUSSION QUESTIONS

DARLENE DIDN'T REALLY KNOW HER GRANDPARENTS. DO YOU THINK IT IT IS IMPORTANT TO KNOW YOUR GRANDPARENTS? WHY OR WHY NOT?

HAVE YOU OR YOUR CHILDREN EVER VISITED YOUR GRANDPARENTS? WHAT WAS THE VISIT LIKE?

HAVE YOUR GRANDPARENTS EVER TOLD YOU ABOUT THINGS THAT WERE DIFFERENT WHEN THEY WERE YOUNG? WHAT ARE SOME OF THE THINGS THEY TOLD YOU?

WERE YOUR GRANDPARENTS BORN IN THE UNITED STATES? IF NOT, WHERE WERE THEY BORN? IN WHAT CITY, COUNTRY, ETC.

DO YOU HAVE A STEP-FATHER? HOW DID HE TREAT YOU? WAS IT ANY DIFFERENT THAN YOUR BROTHERS AND/OR SISTERS? EXPLAIN.
HAVE YOU OR DO YOU BELONG TO A CLUB OR GANG? WHAT KIND? WHAT ARE SOME OF THE THINGS YOU DO? WHY DID YOU JOIN? WHY DO PEOPLE JOIN CLUBS OR GANGS? CAN YOU LEAVE THE CLUB OR GANG IF YOU WANT TO WITHOUT ANY TROUBLE?

FREE WRITING

DARLENE WENT TO FLORIDA TO VISIT. HAVE YOU EVERY TRAVELED TO ANOTHER CITY OR STATE? WOULD YOU LIKE TO? WRITE ABOUT YOUR TRIP OR A TRIP YOU WOULD LIKE TO MAKE. DID YOU ENJOY YOURSELF. WHAT DID YOU SEE THAT WAS DIFFERENT? WHAT DID YOU DO THAT WAS DIFFERENT?

DARLENE'S FATHER USED TO GO HUNTING. WOULD YOU LIKE TO GO HUNTING? DO YOU FEEL IT'S ALRIGHT TO SHOOT ANIMALS? WRITE HOW YOU FEEL ABOUT IT.

THEN AND NOW

GRACE DEROSA

WHEN I WAS YOUNG, MY FAMILY WAS VERY CLOSE. WE VISITED EACH OTHER OFTEN. TODAY MY CHILDREN AND GRANDCHILDREN ARE ALL OVER THE COUNTRY. EVERYONE SAT DOWN TOGETHER TO EAT DINNER AT 5 P.M. EVERY NIGHT. TODAY PEOPLE EAT AT DIFFERENT TIMES OR SEND OUT FOR FAST FOOD. SUNDAY WAS ALWAYS A DAY FOR CHURCH, REST AND VISITING FAMILY. NOW PEOPLE CLEAN HOUSE, SHOP OR GO TO THE MOVIES.

MY DAD WORKED, WHENEVER HE COULD FIND WORK, TO FEED US. HE USED TO PICK UP COAL FROM THE GROUND ON AMERICAN STREET SO WE COULD COOK AND HAVE HEAT. WE FLIP A SWITCH FOR HEAT NOW.

MOM WASHED ON A BOARD INSTEAD OF AN AUTOMATIC WASHER. CLOTHES HAD TO BE IRONED; TODAY IT'S ALL PERMANENT PRESS. TWENTY-FIVE CENTS WORTH OF GROUND MEAT USE TO FEED EIGHT OF US, TODAY, IT WOULD BE CLOSE TO FIVE DOLLARS. INSTEAD OF

SUPERMARKETS, WE WENT TO A CORNER STORE WITH "A BOOK" AND PAID AT THE END OF THE WEEK.

WE PLAYED GAMES BECAUSE WE DIDN'T HAVE RADIO AND TELEVISION. MOM MADE REAL MOLASSES CANDIED APPLES, NOW THE APPLES ARE COVERED WITH CARAMEL. AIR CONDITIONERS HAVE REPLACED HAND HELD FANS. NEIGHBORS VERY SELDOM SEE EACH OTHER TODAY. I THINK PEOPLE WERE HAPPIER THEN, BUT I COULD BE WRONG.

EXERCISES

SUFFIX AND PREFIX

NEXT TO THE FOLLOWING WORDS WRITE PREFIX (P) OR SUFFIX (S) TO SHOW WHETHER A PREFIX OR SUFFIX HAS BEEN ADDED TO THE ROOT WORD.

VISITING __________
REPLACED __________

PREFIXES

ADD ONE OF THE FOLLOWING PREFIXES TO THE WORDS LISTED BELOW TO MAKE NEW WORDS: PRE, RE, DIS, UN.

STORE ____
CLOSE ____
COVERED ____
CLEAN ____
HEAT ____
COOK ____
REST ____

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES THEN WRITE A SENTENCE FOR EACH WORD.

DINNER____
____
____
DIFFERENT____
____
____

AMERICAN

AUTOMATIC

PERMANENT

MOLASSES

CARAMEL

CONDITIONERS

WORD PATTERNS

LEAVE OUT THE FIRST LETTER(S) OF EACH WORD LISTED BELOW AND ADD A LETTER(S) AT THE BEGINNING OF EACH WORD TO MAKE NEW WORDS. THE FIRST WORD LIST IS STARTED FOR YOU. COMPLETE THE FIRST LIST AND DO THE OTHER LISTS. WHAT DO THE WORDS IN EACH LIST HAVE IN COMMON?

LIST A	LIST B	LIST C
SEND	CLEAN	HEAT
END		
BEND		
END		
FEND		

COMPREHENSION QUESTIONS

WHAT DID PEOPLE DO ON SUNDAYS YEARS AGO? WHAT DO THEY DO NOW?

HOW DID GRACE'S MOM WASH CLOTHES? HOW ARE CLOTHES WASHED TODAY?

HOW WERE CANDIED APPLES MADE WHEN GRACE WAS YOUNG? HOW ARE THEY MADE NOW?

DISCUSSION QUESTIONS

WHAT CHANGES HAVE TAKEN PLACE SINCE YOUR PARENTS WERE YOUNG? SINCE YOU WERE YOUNG? SINCE YOU BECAME A PARENT? WHAT FAMILY CUSTOMS HAVE CHANGED? WHAT BROUGHT ABOUT THE CHANGES? DO YOU THINK THESE CHANGES ARE FOR THE BEST? WHY OR WHY NOT?

GROWING UP

SCHOOL

JOHN BYTHEWAY

WHEN WE WERE YOUNG

SUSAN BRINTON

SCHOOL

JOHN BYTHEWAY

MY FATHER TOOK ME OUT OF SCHOOL,
WHEN I WAS ELEVEN. WELL, ACTUALLY,
THE CITY TOOK ME OUT OF SCHOOL
WHEN I WAS ELEVEN AND THEY PUT
ME BEHIND BARS.
I DIDN'T COME OUT OF THERE
UNTIL I WAS THIRTEEN AND
WHEN I CAME OUT I WENT
TO SCHOOL FOR TWO WEEKS.
THEY PUT ME ON TWO YEARS
PROBATION AFTER THAT.

MY FATHER FIGURED I
COULDN'T MAKE IT IN SCHOOL
BECAUSE I HAD A DEFINITE
CLASH WITH PEOPLE.
I HAD A BAD TEMPER FOR ONE
AND I JUST LASHED OUT AT
ANYTHING AND ANYONE AND
TOOK IT OUT ON THEM.
SO, MY FATHER PUT ME
TO WORK AND I'VE BEEN
OUT THERE WORKING EVER SINCE.
I'M 32 NOW.

EXERCISES

MATH

JOHN WAS TAKEN OUT OF SCHOOL AT AGE 11. HE IS NOW 32 YEARS OLD. HOW MANY YEARS HAS JOHN BEEN OUT OF SCHOOL? WRITE YOUR ANSWER AS A MATH PROBLEM.

JOHN STARTED WORKING WHEN HE WAS 13 YEARS OLD AND HE IS 32 YEARS OLD NOW. HOW MANY YEARS HAS JOHN BEEN WORKING? WRITE YOUR ANSWER AS A MATH PROBLEM.

CAN YOU TELL?

WHICH OF THE WORDS WRITTEN BELOW ARE SPELLED WRONG? WRITE THE CORRECT SPELLING NEXT TO THE WORD IF IT IS SPELLED WRONG, WRITE "C" NEXT TO THE WORD IF IT IS SPELLED CORRECTLY.

SITY ______________________________

SKOOL ______________________________

KLASH ______________________________

WEEKS ______________________________

BARS ______________________________

YEERS ______________________________

SYLLABLES

DIVIDE THE FOLLOWING WORDS INTO SYLLABLES.

ACTUALLY ________________
ELEVEN ________________
PROBATION________________
DEFINITE ________________
TEMPER ________________

COMPREHENSION QUESTIONS

HOW OLD WAS JOHN WHEN HE STOPPED GOING TO SCHOOL?

WHAT HAPPENED TO JOHN WHEN HE LEFT SCHOOL?

WHAT DID JOHN'S FATHER DO ABOUT JOHN'S TEMPER?

DISCUSSION QUESTIONS

WHY DID YOU LEAVE SCHOOL?

DID PUTTING JOHN BEHAND BARS OR ON PROBATION HELP HIM STAY IN SCHOOL?

ARE SCHOOLS DIFFERENT TODAY THAN WHEN YOU WENT TO SCHOOL? WHEN YOUR PARENTS WENT TO SCHOOL?

FREE WRITING

WRITE A STORY COMPARING THE SCHOOL YOU ATTENDED AND THE SCHOOLS YOUR PARENTS ATTENDED.

YOU ARE THE PRINCIPAL OF A SCHOOL WRITE ABOUT THE CHANGES YOU WOULD MAKE IN ORDER TO MAKE THE SCHOOL A PLACE WHERE CHILDREN AND TEENS COME WILLINGLY TO LEARN.

WHEN WE WERE YOUNG

SUSAN BRINTON

MY MOTHER WORKED THREE
JOBS. THERE WAS ALWAYS
SOMEONE THERE WITH US.
SHE HAD SOMEONE THERE
WITH US WHEN WE WERE
YOUNGER, A BABYSITTER.
WHEN SHE WAS WORKING,
THERE WAS SOMEONE THERE
TO MAKE SURE THAT WE
WERE IN AT A CERTAIN TIME.

WHEN WE GOT OLDER, LIKE 13,
WE WATCHED OURSELVES. WE
WERE ALLOWED TO DO PRACTICALLY
EVERYTHING BECAUSE SHE WASN'T
THERE. WE DID WHAT WE WANTED
TO DO, MORE OR LESS. SHE USE
TO BEAT US NOW AND THEN FOR IT.
WE HAD A CERTAIN CURFEW; 9:30
AND 12 O'CLOCK ON THE WEEKENDS
WHEN I WAS ABOUT THIRTEEN. BUT
I ALWAYS LIKED HER HOME BETTER.

EXERCISES

LITTLE WORDS - HIDE AND SEEK

WRITE THE LITTLE WORDS THAT YOU FIND IN THE WORDS LISTED BELOW.

EVERYTHING ________ ________ ________ ________ ________
BABYSITTER ________ ________ ________ ________ ________
SOMEONE ________ ________ ________ ________ ________

SYLLABLES

DIVIDE THE WORDS BELOW INTO SYLLABLES

BABYSITTER ________________________________
EVERYTHING ________________________________
OURSELVES ________________________________
PRACTICALLY ________________________________
BETTER ________________________________

MARK THE VOWELS

MARK THE VOWELS LONG (L) OR SHORT (S) IN THE FOLLOWING WORDS. CROSS OUT THE SILENT LETTERS.

JOBS ______________
MAKE ______________
BEAT ______________
WE ______________
HOME ______________

COMPREHENSION QUESTIONS

WHO TOOK CARE OF THE CHILDREN WHILE SUSAN'S MOTHER WORKED?

HOW OLD WAS SUSAN WHEN SHE WAS ALLOWED TO LOOK AFTER HERSELF?

WHAT WAS HER CURFEW WHEN SHE WAS 13 YEARS OLD?

FEATURE STORY

A NEW BEGINNING

IRENE BASILE

A NEW BEGINNING

IRENE BASILE

MY GRANDPARENTS WERE ITALIAN PEASANTS WHO CAME TO THE UNITED STATES IN THE EARLY 1900'S. WHEN THE RICE CROP IN THE PO VALLEY FAILED, AMERICAN PLANTATION OWNERS WENT TO ITALY TO GET PEOPLE TO COME TO THE SOUTH AND WORK IN THE FIELDS. THE PLANTATION OWNERS PAID THE WHOLE FAMILY'S WAY OR PAID JUST FOR THE HUSBAND TO COME. LATER THE HUSBAND WOULD SEND FOR HIS FAMILY WHEN HE HAD SAVED ENOUGH MONEY. FAMILIES LIVED IN CABINS ON THE PLANTATION OWNER'S LAND. THE RENT FOR THEIR CABINS WAS TAKEN OUT OF THEIR WAGES.

COMPANY STORES WERE THE ONLY PLACE WHERE THEY COULD SHOP AND BUY FOOD CLOTHING AND OTHER THINGS THEY NEEDED. THE COST OF THEIR PURCHASES WAS DEDUCTED FROM THEIR WAGES. MOST OF THE ITALIANS WERE NOT ABLE TO READ. THE HIGH PRICES IN THE STORE AND THE THREATS MADE BY THE PLANTATION OWNERS ALL HELPED TO KEEP THE ITALIAN FIELD WORKERS PRISONERS OF THE LANDOWNERS. WHEN CROPS WERE FINISHED AT ONE PLANTATION, WORKERS WERE SENT TO ANOTHER STATE TO PICK CROPS. THEY WORKED IN GEORGIA, ALABAMA, ARKANSAS AND NORTH AND SOUTH CAROLINA.

MY GRANDPARENTS HAD NINE CHILDREN. SIX WERE BORN IN THE UNITED STATES. ONE WAS BORN IN ARKANSAS, ONE IN GEORGIA, ONE IN SOUTH CAROLINA, ONE IN ALABAMA AND THE TWO YOUNGEST WERE BORN IN NEW JERSEY.

THE PLANTATION OWNERS WANTED MARRIED MEN BECAUSE THEY HAD FAMILIES AND WERE LESS LIKELY TO RUN AWAY TO THE NORTH. SOMETIMES SINGLE

MEN WERE BROUGHT FROM ITALY. WHEN THEY GOT TIRED OF PLANTATION LIFE, THEY WOULD FIND THEIR WAY TO THE NORTH EAST.

IN PHILADELPHIA A GROUP OF YOUNG ITALIANS WHO ESCAPED FROM THE SOUTH JOINED TOGETHER AND STARTED AN "UNDERGROUND RAILROAD". IT WAS STARTED TO HELP ITALIAN FAMILIES ESCAPE FROM THE SOUTH AND RESETTLE IN THE NORTH.

A YOUNG MAN NAMED LOUIS ZACCHIROLI WHO LIVED IN PHILADELPHIA AND WORKED IN A SHOE FACTORY SPOKE TO MY GRANDPARENTS AND THEIR CHILDREN ABOUT LEAVING THE SOUTH. WITH HIS HELP, MONEY DONATED BY ITALIANS LIVING IN NORTHERN CITIES AND MONEY THEY HAD SAVED, THEY MANAGED TO ESCAPE FROM THE PLANTATION. THEY CAME TO VINELAND, NEW JERSEY.

IN VINELAND THEY FIRST WORKED FOR A FARMER FOR WAGES, THEN LEASED A FARM AND FINALLY BOUGHT THEIR OWN FARM. AFTER SIX YEARS THEY WERE ABLE TO GET A MORTGAGE AND FINALLY BECAME LANDOWNERS. THIS IS NOT AN UNCOMMON STORY. MANY OF THE FIRST ITALIANS WHO CAME TO SOUTH JERSEY CAME BY WAY OF THE "UNDERGROUND RAILROAD".

LOUIS ZACCHIROLI, THE YOUNG MAN WHO HELPED MY GRANDPARENTS ESCAPE MET AND MARRIED AN ITALIAN-AMERICAN WOMAN NAMED MARY SALAMANCA. TWENTY YEARS OR SO LATER, MARY'S BABY SISTER ESTELLE MET AND MARRIED GUIDO SASDELLI. GUIDO IS MY FATHER, THE SON OF THE GRANDPARENTS WHO ESCAPED FROM THE SOUTH WITH THE HELP OF LOUIS ZACCHIROLI.

EXERCISES

WRITE THE WORDS FROM THE STORY THAT SHOULD BE CAPITALIZED.

1. ______________________________ ______________________________
2. ______________________________ ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

GEOGRAPHY

WRITE THE ABBREVIATIONS FOR THE FOLLOWING STATES:

ARKANSAS ______________________________
SOUTH CAROLINA ______________________________
PENNSYLVANIA ______________________________
ALABAMA ______________________________
NORTH CAROLINA ______________________________
NEW JERSEY ______________________________
GEORGIA ______________________________

LOCATE THE STATES ON THE MAP. WHAT ARE THE CAPITOLS OF THESE STATES?

____
____
____
____
____

NAME THE SOUTHERN STATES:

____

____

____

____

____

____

LOCATE ITALY ON THE MAP.

WHAT DOES IT MEAN?

PEASANTS:
A) SOMEONE WHO IS HAPPY
B) SOMEONE WHO DOES COUNTRY LABOR
C) A BIRD
D) A POOR PERSON

PLANTATION:
A) LANDED PROPERTY USED FOR GROWING CROPS SUITED TO WARM REGIONS
B) TO SET PLANTS IN THE GROUND
C) IMPLANTING HAIR ON A BALD PERSON
D) A TYPE OF TROPICAL FRUIT

DEDUCTED:
A) TO DRAW OR BRING TOGETHER
B) TO DESTROY
C) TO PUT TO A FUTURE TIME
D) TO SUBTRACT

RHYMING WORDS

WRITE A WORD FROM THE STORY THAT RHYMES WITH THE FOLLOWING WORDS.

1. CORN ____________________
2. STICK ____________________
3. FIX ____________________
4. CAUGHT ____________________
5. LOST ____________________
6. CAN ____________________
7. HARM ____________________

ADDING "ER"

ADD "ER" TO THE FOLLOWING WORDS TO FORM NEW WORDS.

1. WORK ____________________
2. SEND ____________________
3. SHOP ____________________
4. EARLY ____________________
5. READ ____________________
6. KEEP ____________________
7. PICK ____________________
8. RENT ____________________
9. HIGH ____________________
10. HELP ____________________

DISCUSSION QUESTIONS

SUSAN AND HER SISTERS HAD A BABYSITTER WHEN THEY WERE YOUNGER. WHAT, IN YOUR OPINION, ARE THE ADVANTAGES/DISADVANTAGES OF HAVING A BABYSITTER?

SUSAN'S MOTHER WORKED THREE JOBS. WHAT DO YOU THINK ARE THE ADVANTAGES/DISADVANTAGES OF BEING A WORKING WOMAN WHO WORKS OUTSIDE THE HOME? DO YOU THINK THE OLD SAYING "A WOMAN'S PLACE IS IN THE HOME" IS TRUE? WHY OR WHY NOT?

FROM THE STORY

"UNDERGROUND RAILROAD" IS:
A) A RAILROAD UNDERGROUND
B) A ROAD UNDERGROUND
C) A RAILROAD
D) A SECRET WAY OF ESCAPE

BEGINNING SOUNDS

WRITE A WORD FROM THE STORY THAT BEGINS WITH THE SAME SOUND AS:

1. PUT ____________________
2. RUN ____________________
3. FUN ____________________
4. NO ____________________
5. HOT ____________________
6. PLAY ____________________
7. THREAD ____________________
8. CRY ____________________
9. CLOSE ____________________
10. BRIGHT ____________________

ENDING SOUNDS

WRITE A WORD FROM THE STORY THAT ENDS WITH THE SAME SOUND AS:

1. SISTER ____________________
2. CUP ____________________
3. HAD ____________________
4. BABY ____________________
5. WARM ____________________
6. SAY ____________________
7. IF ____________________
8. SINK ____________________

WORD SEARCH

FIND AND CIRCLE THE WORD FROM THE STORY. THEY CAN BE WRITTEN UP AND DOWN, FROM RIGHT TO LEFT AND FROM LEFT TO RIGHT OR DIAGONALLY. PLACE A CHECK NEXT TO THE WORD IN THE WORD LIST AS YOU FIND AND CIRCLE THEM IN THE PUZZLE.

P	L	A	N	T	A	T	I	O	N
E	Y	R	L	P	O	H	S	F	U
A	S	F	G	O	S	E	G	A	W
S	N	E	L	B	T	I	D	V	Y
A	L	X	U	E	L	R	E	N	T
N	B	C	J	K	L	A	V	M	P
T	A	K	E	N	R	D	A	T	O
S	C	Q	W	X	B	C	S	D	E

WORD LIST

PEASANTS
THEIR
TAKEN
WAGES
PLANATATION
RENT
FIELDS
SAVED
CABINS
SHOP

SEQUENCE (IN ORDER)

NUMBER THE FOLLOWING IN THE ORDER THEY HAPPENED.

A) THE FAMILY ESCAPED TO THE NORTH
B) AN UNDERGROUND RAILROAD WAS STARTED
C) PLANTATION OWNERS WENT TO ITALY TO GET WORKERS
D) THE RICE CROP FAILED IN THE PO VALLEY

THE RIGHT WORD

WRITE THE CORRECT WORD IN EACH SPACE.

THE RENT ____________(FOUR, FOR) THEIR CABINS WAS TAKEN OUT OF ________________(THEIR, THERE) WAGES.

SUBJECT AND VERB

IN THE FOLLOWING SENTENCES, UNDERLINE THE SUBJECT ONCE AND THE VERB TWICE.

THE RENT FOR THEIR CABINS WAS TAKEN OUT OF THEIR WAGES.

MOST OF THE ITALIANS WERE NOT ABLE TO READ.

FAMILIES LIVED IN CABINS ON THE PLANTATION OWNER'S LAND.

COMPREHENSION QUESTIONS

WHAT WERE THE REASONS THAT KEPT THE ITALIAN WORKERS PRISONERS OF THE PLANTATION OWNERS?

WHY DID THE PLANTATION OWNERS PREFER MARRIED MEN RATHER THAN SINGLE MEN TO WORK FOR THEM?

FIGURE IT OUT

IF THE FAMILY HAD 9 CHILDREN, SIX OF WHOM WERE BORN IN THE U.S., WHERE WERE THE OTHER 3 CHILDREN BORN? DRAW YOUR OWN CONCLUSIONS.

FROM THE STORY YOU CAN ASSUME THAT: ITALIAN WORKERS CAME TO THE U.S.

A) TO GET A CHANCE TO TRAVEL
B) TO HAVE A BETTER LIFE
C) TO GET MARRIED
D) BECAUSE THEY WANTED TO LIVE ON A PLANTATION

ITALIAN WORKERS ESCAPED FROM THE SOUTH BECAUSE

A) THEY WANTED A VACATION
B) THEY WANTED TO SEE THE NORTH
C) THEY WERE TREATED UNFAIRLY
D) THEY COULDN'T SPEAK ENGLISH

DO YOU KNOW?

THE WORD ESCAPE MEANS:
A) TO RUN AWAY FROM
B) TO TRAVEL
C) TO JOIN TOGETHER
D) TO MOVE ABOUT

THE WORD DEDUCT MEANS:
A) TO ADD TO SOMETHING
B) A MALE DUCK
C) TO TAKE AWAY FROM
D) A LONG TUBE

THE WORD PURCHASE MEANS:
A) TO SEND TO SOMEONE
B) TO BUY SOMETHING
C) TO RUN AFTER SOMEONE
D) SOMETHING THAT IS MADE

DISCUSSION QUESTIONS

DO YOU KNOW OF ANY OTHER GROUPS OF PEOPLE WHO CAME OR WERE BROUGHT TO THE U.S.? WHICH ONES? WHAT DO YOU THINK IT WAS LIKE FOR THEM COMING TO ANOTHER COUNTRY WHERE THEY COULD NOT SPEAK THE LANGUAGE?

HAVE YOU EVER BEEN SOUTH? WHAT WAS IT LIKE?

THE ITALIAN FAMILY HAD BEEN THREATENED AND CHEATED IN ORDER TO KEEP THEM AS PLANTATION WORKERS. HAVE YOU EVER BEEN/FELT THREATENED IN A WORK SITUATION? WHY? HOW DID YOU HANDLE IT? HAVE YOU EVER BEEN CHEATED OUT OF SOMETHING? WHAT DID YOU DO? WHAT COULD YOU HAVE DONE?

FREE WRITING/GEOGRAPHY

PRETEND YOU ARE A MEMBER OF AN UNDERGROUND RAILROAD STARTED TO HELP PEOPLE ESCAPE FROM THE NORTH TO THE SOUTH. A) WRITE A SPEECH YOU WOULD GIVE TO SOMEONE TO CONVINCE THEM TO ESCAPE WITH YOUR HELP B) CHART ON THE ATTACHED MAP YOUR ROUTE TO THE SOUTH (MAKE SURE YOU FILL IN THE NAMES OF THE STATES YOU TRAVEL THROUGH.) YOUR STARTING POINT IS IN MAINE.

WRITE A LETTER TO A RELEATIVE IN ITALY TELLING ABOUT YOUR LIFE ON THE PLANTATION. THEN WRITE ANOTHER LETTER AFTER YOU HAVE ESCAPED TO THE NORTH.

OLD SAYINGS

OLD SAYINGS

MANY TIMES OUR PARENTS, GRANDPARENTS, OR OTHER RELATIVES GAVE US WORDS OF WISDOM: UNWRITTEN RULES TO LIVE BY. FOR EXAMPLE: THINK BEFORE YOU SPEAK. HERE ARE SOME OF THE SAYINGS THE STUDENTS REMEMBERED. ARE THEY STILL USED TODAY? HOW MANY HAVE YOU HEARD? HOW MANY HAVE YOU TOLD YOUR CHILDREN?

OLD SAYINGS

EATING BREAD CRUST GIVES YOU CURLY HAIR

GRACE DEROSA

GRANT THAT I MIGHT NOT JUDGE MY NEIGHBOR, UNTIL I HAVE WALKED A MILE IN HIS MOCCASINS

JOHN BYTHEWAY

WHO NEEDS WILL WALK

ALICE PEREZ

BETTER TO KEEP YOUR MOUTH CLOSED AND BE CONSIDERED STUPID, THAN TO OPEN IT AND REMOVE ALL DOUBT

LOUISE BRINTON

IT'S A POOR RAT THAT HAS ONE HOLE.

LOUISE BRINTON

IF YOU PLAY WITH A DOG HE WILL LICK YOUR MOUTH

CLARENCE HATCHER

NECESSITY IS THE MOTHER OF INVENTION

ANONYMOUS

DO NOT LIFT A BROOM FROM THE FLOOR: IT IS BAD LUCK

EMPTY VESSELS MAKE THE LOUDEST NOISE

TO BE FOREWARNED IS TO BE FOREARMED

A WOMAN'S WORK IS NEVER DONE

CHILDREN SHOULD BE SEEN AND NOT HEARD

WHITE AS A DIAMOND, WHITE AS A PEARL, BUT THE WHITEST OF ALL IS AN INNOCENT GIRL

GOOD, BETTER, BEST. NEVER LET IT REST, 'TILL THE GOOD IS BETTER AND THE BETTER IS BEST

JOSEPHINE VINGIUERRA

YOU'VE GOT TO CRAWL BEFORE YOU WALK

MINNIE SHEDRICK

IF YOU CAN'T STAND THE HEAT, GET OUT OF THE KITCHEN

ANONYMOUS

OLD REMEDIES

OLD REMEDIES

DURING THE ORAL HISTORIES PROJECT, MANY OF THE STUDENTS SPOKE OF VARIOUS HOME REMEDIES THEIR PARENTS AND GRANDPARENTS USED TO TREAT VARIOUS ILLNESSES. FOLLOWING, IS A FEW OF THE HOME REMEDIES THEY REMEMBERED. DO THEY SOUND FAMILIAR?

OLD REMEDIES

FOR WHEEZING

TAKE TWO (2) EGG WHITES, BEAT THEM UNTIL THE OIL COMES OUT. MIX THEM WITH HONEY AND CASTOR OIL AND A LITTLE BIT OF COOKING OIL UNTIL IT THICKENS. THEN DRINK.

FOR MUCUS

MELT MUTTON TALLOW. SQUEEZE LEMON AND MIX THE JUICE WITH THE TALLOW AND DRINK TO BREAK UP MUCUS.

FOR WORMS

BOIL PUMPKIN SEEDS AND DRINK FOR WORMS

ACHES & PAINS

COOK PORK AND DRAIN THE FAT. RUB IT ON THE BODY.

TAKE A GLASS OF MILK AND PEPPERMINT LEAVES AND BOIL TOGETHER. WHEN MILK TURNS GREEN, ADD A HALF TEASPOON OF SUGAR. DRINK FOR A STOMACH REMEDY.

ALCOLADO - IS A LIQUID FOR ACHES AND PAINS. SOAK LEAVES FROM THE MALAGETA PLANT (FOUND IN PUERTO RICO) IN WATER FOR SEVERAL DAYS OR EVEN WEEKS TO MAKE IT STRONGER. BOIL THE LEAVES AND LET COOL. THEN RUB ON THE BODY DAY AND NIGHT.

SORE THROAT

GARGLE WITH BABIES' URINE TO GET RID OF SWOLLEN THROAT.

LINSEED OIL AND TURPENTINE FOR SORE THROATS. FLANNEL DIPPED IN MIXTURE, THEN WRAPPED AROUND THE NECK.

EYES

CANNED MILK AND BREAD ON A STY

PUT COFFEE ON A PIECE OF COTTON, PUT OVER EYE FOR INFECTION.

FEVER

RAW ONIONS TIED TO THE FEET BRINGS DOWN A FEVER.

WEAK TEA ENEMAS TO FIGHT FEVERS.

TEETH

TAKE A TEA BAG AND MOISTEN WITH TAP WATER. BITE DOWN ON IT UNITL BLEEDING STOPS. (FOR BLEEDING AFTER TOOTH EXTRACTIONS).

HEAT SALT IN A SKILLET AND THEN PUT IN A PLASTIC BAG. PLACE ON YOUR JAW WHERE PAIN IS. IT WILL WORK UNTIL YOU GET TO THE DENTIST. (FOR TOOTH ACHE.)

SUNBURN

BOIL A FEW TEA BAGS. WHEN TEA BAGS COOL, PAT GENTLY ON SUNBURN TO RELIEVE THE PAIN.

MUMPS

SARDINE OIL FOR MUMPS. RUB ON NECK AND WRAP UP.

BLEEDING

PUT SPIDER WEBS OVER A CUT TO STOP BLEEDING.

COLDS

LEMON AND HONEY IN HOT TEA.

TEA, ROCK CANDY, HONEY, LEMON AND WHITE LIGHTNING (WHISKEY).

CAMPHOR POUCH ON THE INSIDE OF YOUR SHIRT FOR CHEST COLDS, STUFFY NOSE AND A SORE THROAT.

EAT A RAW ONION, EAT ONION SYRUP (ONIONS AND SUGAR).

HONEY, LEMON BOILED FOR BAD COUGH, TICKLE IN THE THROAT.

ROCK CANDY AND GIN, ROCK-N-RYE IN TEA FOR A CHEST COLD.

HIGH BLOOD PRESSURE

EAT A PIECE OF GARLIC

STOMACH ACHE

DRINK SWEET SPIRIT OF NITRE.

MIDWIFE/HOME DELIVERY

WELL AIRED ROOM, BED NOT TOO SOFT, CUSHIONS, LIGHT JUST IN CASE BABY IS BORN AT NIGHT. BASKET OR CRIB, SPECIAL CLEAN AREA OF INSTRUMENTS, HOT WATER FOR WASHING HANDS, PLASTIC SHEETS FOR FLOOR. SOAP, SANITARY NAPKINS, GAUZE PADS, ABSORBANT COTTON, COTTON SWABS, SCISSORS, DIAPERS.

SORE THROAT

SALT AND WARM WATER. RINSE YOUR MOUTH OUT WITH IT.

TEETHING

TAKE A STRING OF DIMES AND PUT THEM AROUND YOUR NECK.

COLD

TAKE FAT FROM BEEF AND MAKE TALLOW.

BLOOD POISONING

TAKE A PIECE OF FAT MEAT AND PUT A BROWN PENNY IN A RAG AND TIE AROUND YOUR ARM OR LEG.

THRUSH

USE BORIC ACID AND HONEY AND MIX UP AND PUT IN A RAG AND RUB IN MOUTH.

HANG OVER

TAKE THE HAIR OF THE DOG THAT BIT YOU. (MEANING TO GET A DRINK OF THE SAME THING THAT GOT YOU THAT WAY..DRUNK).

CLEANSING

SULFER AND MOLASSES (SPINGTIME CLEAN OUT SYSTEM CURE) DRINK IT.

SORE THROAT

BLOW SULFER DOWN THROAT WHEN SORE, THROUGH ROLLED UP PIECE OF PAPER.

FLU

WEAR AN ASAPHIDIA BAG.

SWELLING AND BRUISES

TINCTURE OF ARMICA

BACK AND CHEST COLDS

MUSTARD PLASTER

SORE THROAT

TURNIC OF BALSAM ON TEASPOON OF SUGAR

CUTS AND BRUISES

USE FELS NAPTHA SOAP TO CLEAN CUTS AND BRUISES.

CLEANSER

OIL OF IPECAC TO CLEAN OUT STOMACH.

FLU

CAMPHOR IN BAGS TO WARD OFF FLU (WORN AROUND THE NECK).

STOMACH CRAMPS

GINGER AND HOT WATER FOR STOMACH CRAMPS.

EAR ACHE

LINSEED OIL FOR EARACHE.

INFLAMMATION

BREAD POULTICE. WRAP IN HOT TOWEL TO DRAW INFLAMMATION.

COLDS

GARLIC IN BAGS HUNG AROUND THE HOUSE TO WARD OFF COLDS.

LAXATIVE

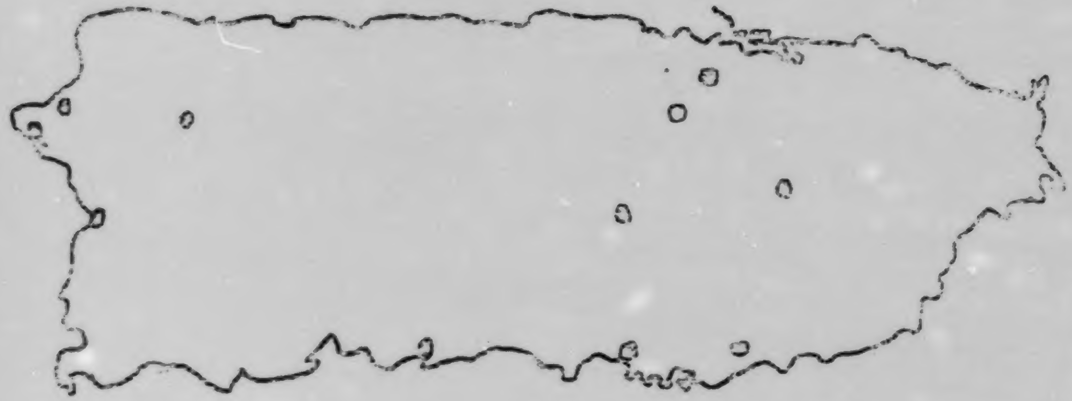
DRINK EPSOM SALTS AN A PHYSIC.

VERMIN

USE COAL OIL FOR VERMIN.

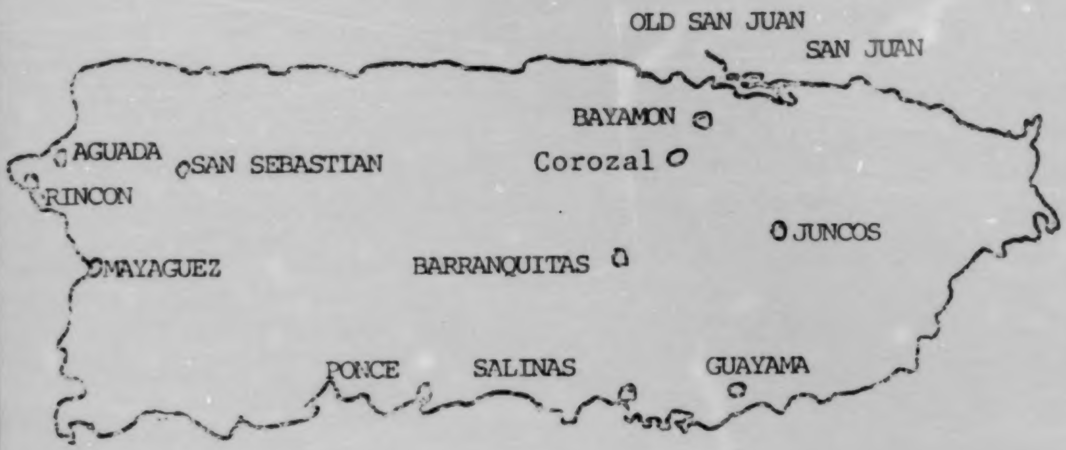
MAPS

PUERTO RICO



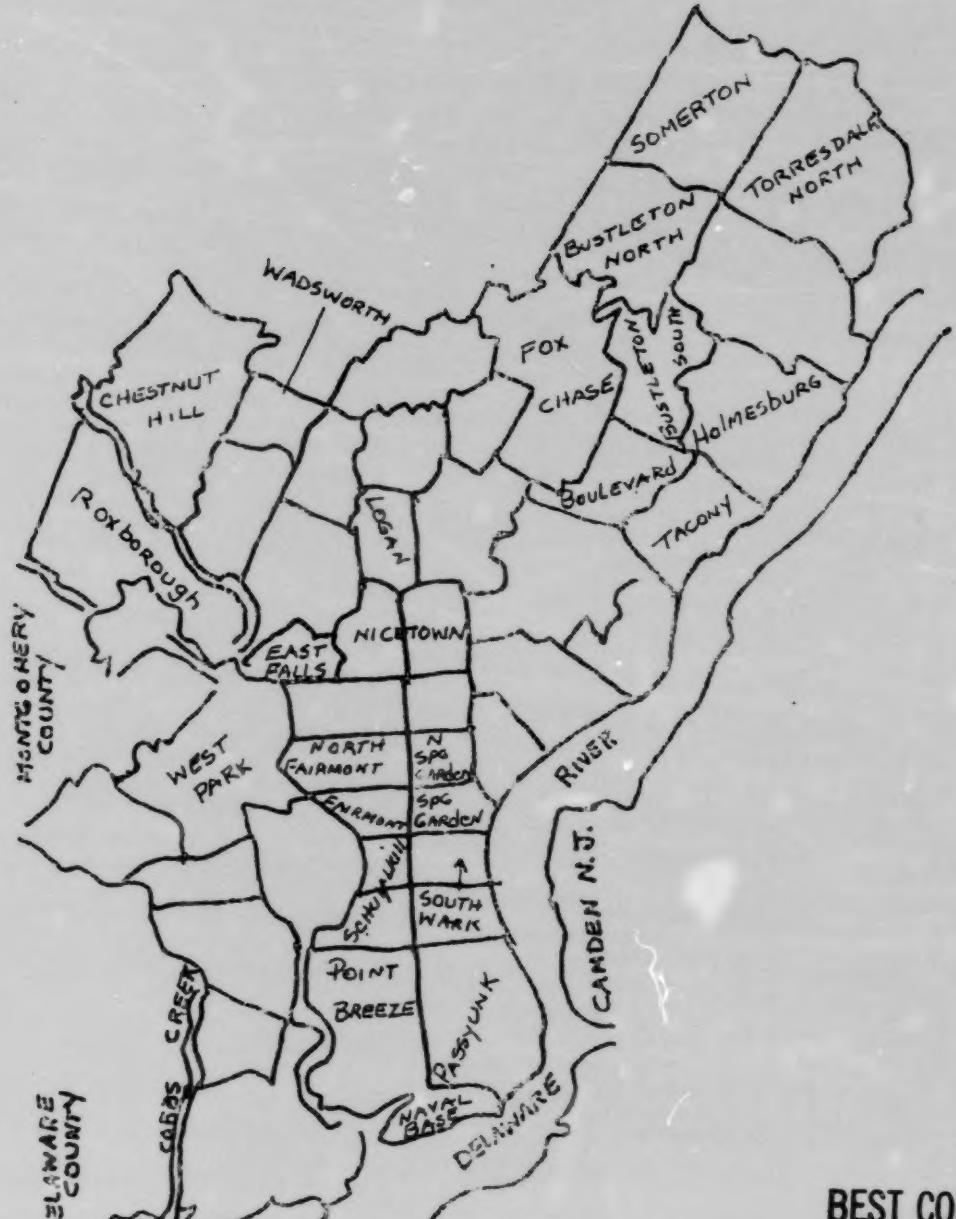
WRITE THE NAME OF EACH CITY ON THE MAP

PUERTO RICO


OLD SAN JUAN
SAN JUAN
BAYAMON
AGUADA
SAN SEBASTIAN
Corozal
RINCON
JUNCOS
MAYAGUEZ
BARRANQUITAS
PONCE
SALINAS
GUAYAMA

PHILADELPHIA

LABEL THE MISSING SECTIONS OF THE CITY ON THIS MAP


SOMERTON
TORRESDALE NORTH
BUSTLETON NORTH
WADSWORTH
FOX CHASE
BUSTLETON SOUTH
CHESTNUT HILL
Holmesburg
LOGAN
BOULEVARD
TACONY
Roxborough
NICETOWN
EAST FALLS
MONTGOMERY COUNTY
WEST PARK
NORTH FAIRMONT
N SPG Garden
FAIRMONT
SPG Garden
RIVER
SCHUYLKILL
SOUTH WARK
CAMDEN N.J.
POINT BREEZE
PASSYUNK
COBBS CREEK
NAVAL BASE
DELAWARE
DELAWARE COUNTY

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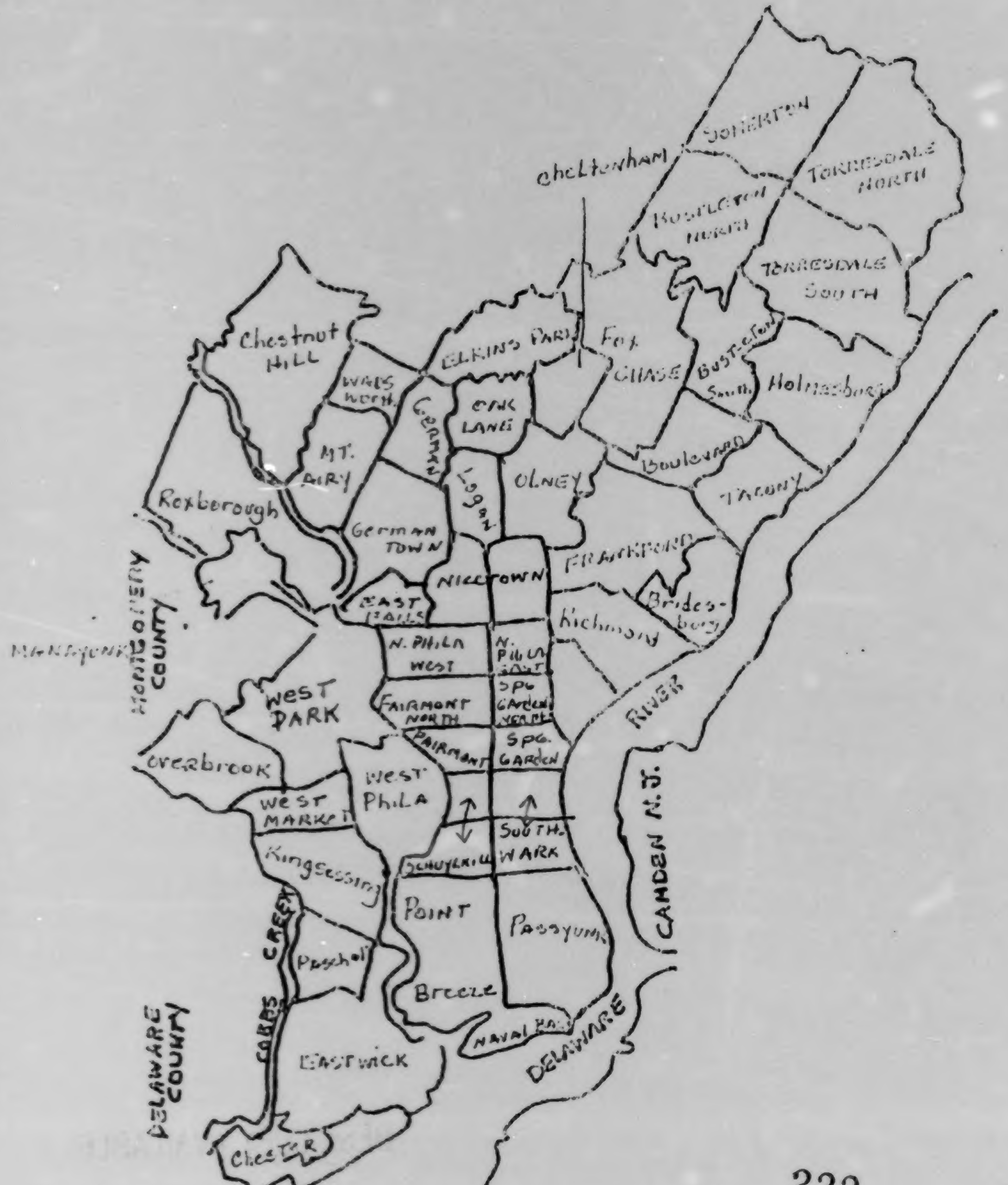
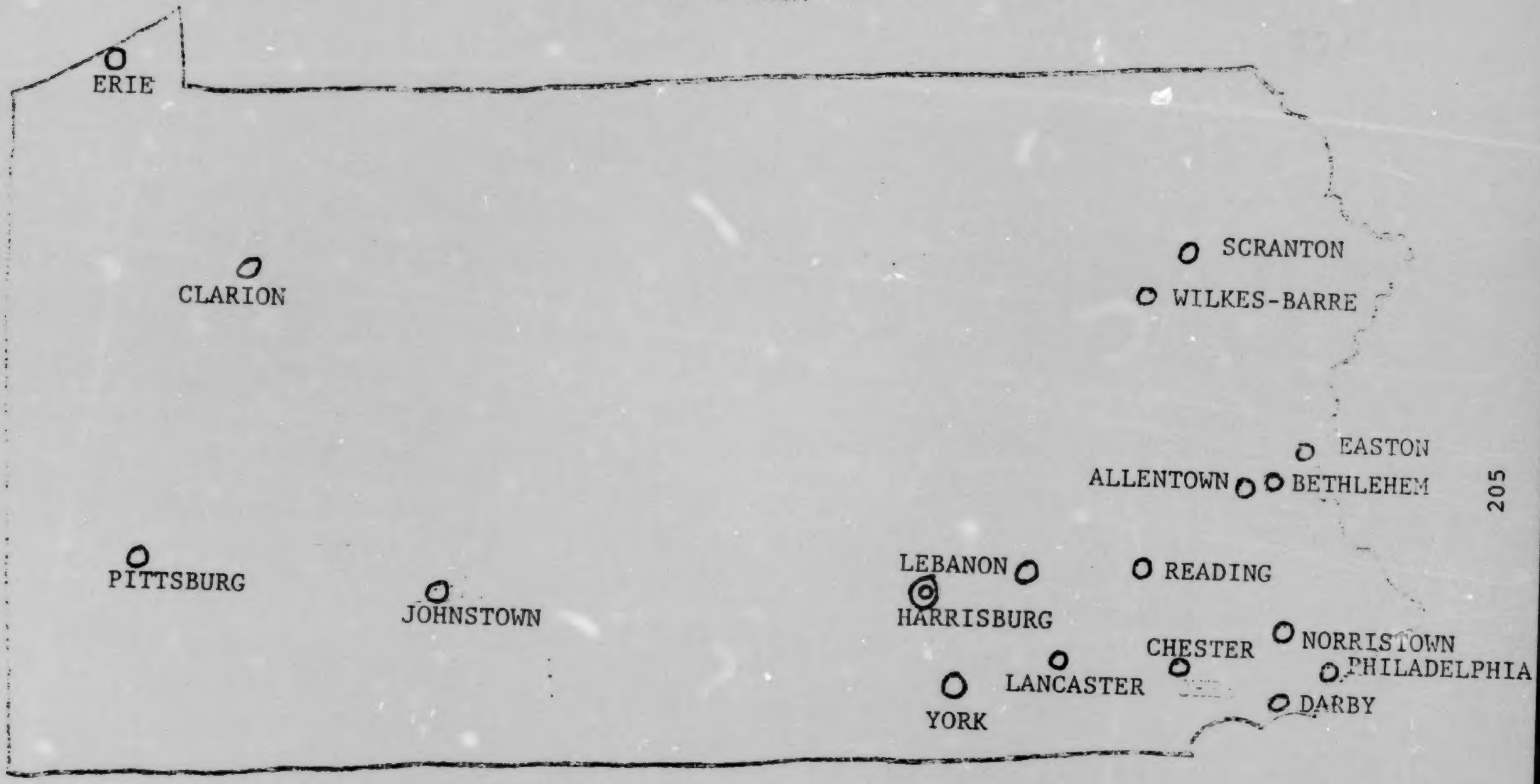
PHILADELPHIA

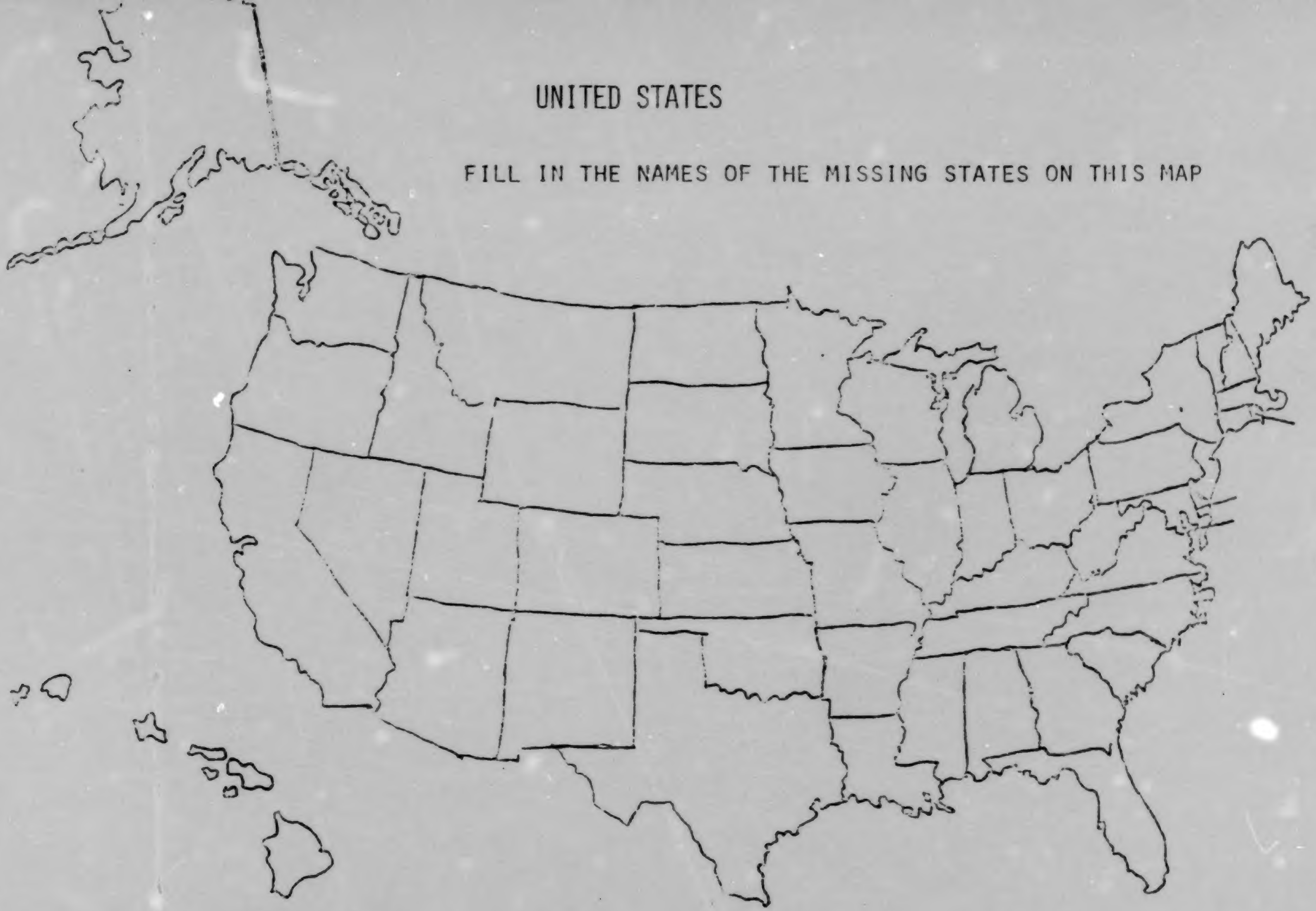

Somerton
Cheltenham
Torresdale North
Bustleton North
Torresdale South
Chestnut Hill
Elkins Park
Fox Chase
Bustleton South
Holmesburg
Wadsworth
German
Oak Lane
Mt. Airy
Logan
Olney
Boulevard
Roxborough
Tacony
German Town
Frankford
Nicetown
Bridesburg
East Falls
Richmond
Manayunk
Montgomery County
N. Phila West
N. Phila South
West Park
Fairmont North
Spg. Garden North
River
Fairmont
Spg. Garden
Overbrook
West Phila
West Market
South Wark
Camden N.J.
Kingsessing
Schuylkill
Point
Passyunk
Cobbs Creek
Paschall
Breeze
Naval Base
Delaware
Delaware County
Eastwick
Chester

PENNSYLVANIA


ERIE
CLARION
SCRANTON
WILKES-BARRE
EASTON
ALLENTOWN
BETHLEHEM
PITTSBURG
JOHNSTOWN
LEBANON
READING
HARRISBURG
NORRISTOWN
CHESTER
PHILADELPHIA
LANCASTER
YORK
DARBY

UNITED STATES

FILL IN THE NAMES OF THE MISSING STATES ON THIS MAP



UNITED STATES

AK
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VT
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ME
MA
CT
RI
SD
WY
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PA
NJ
DE
DC
NB
NV
UT
CO
KS
MO
IL
IN
OH
WV
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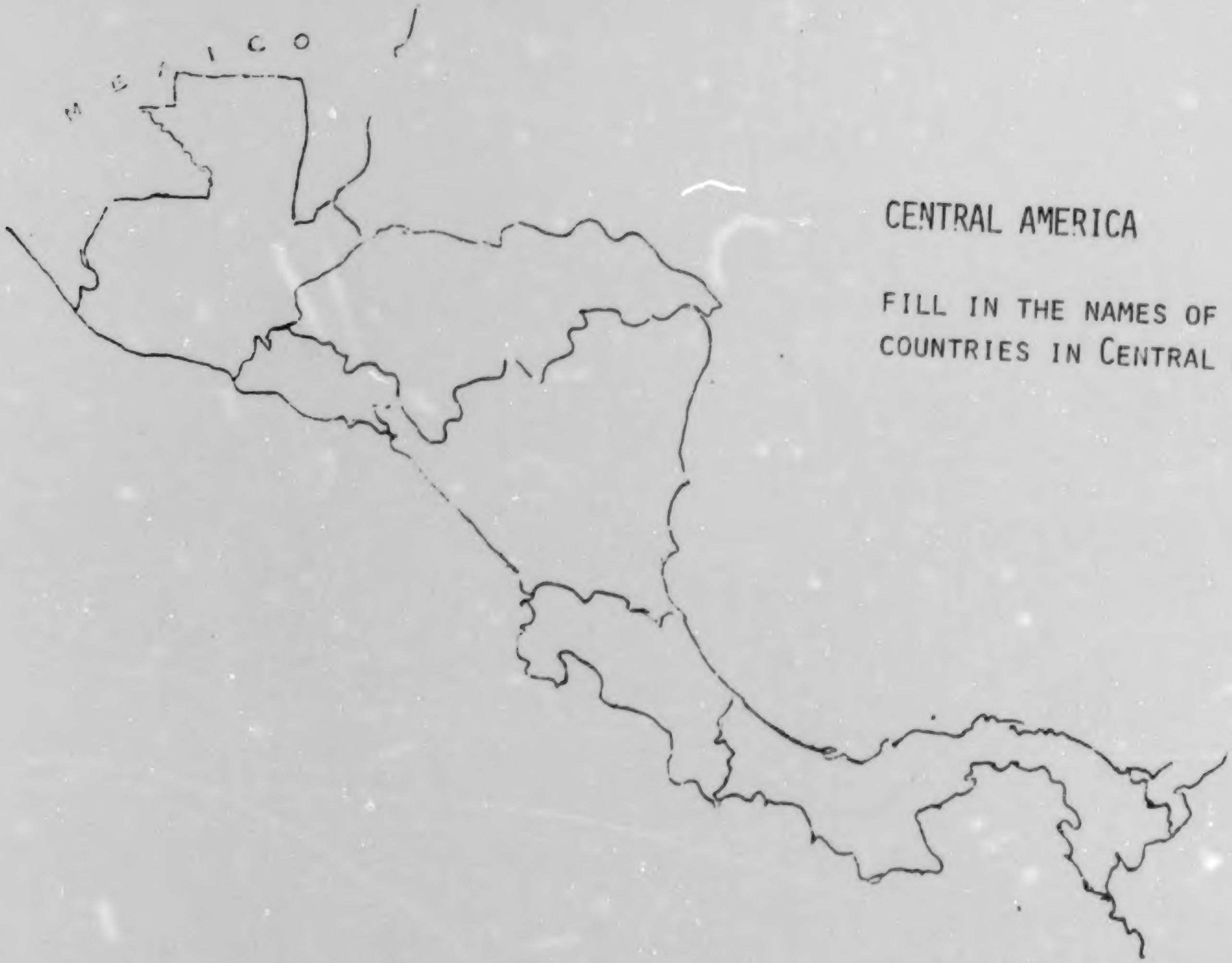
TX
LA
FL
HI

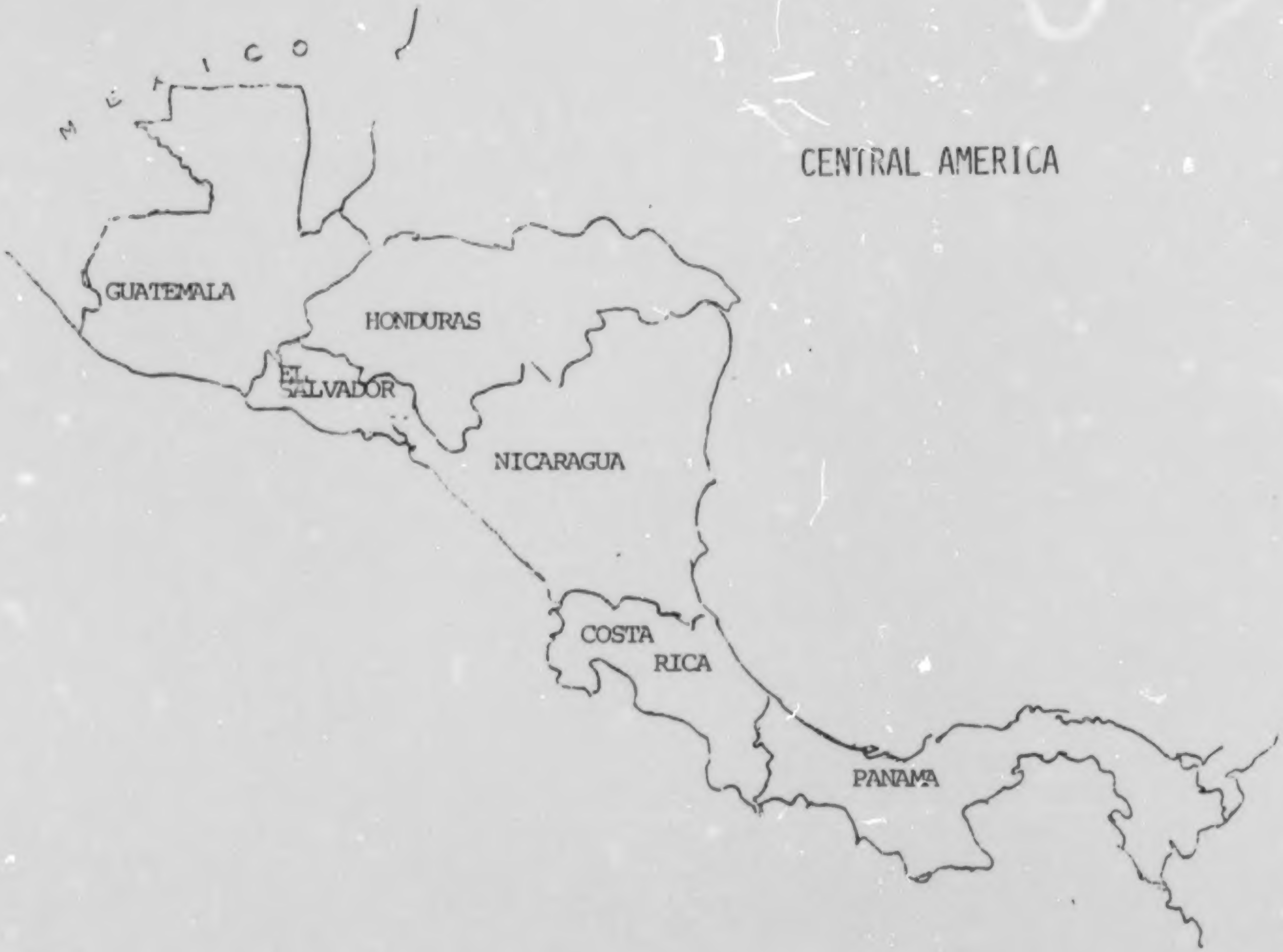
227

228

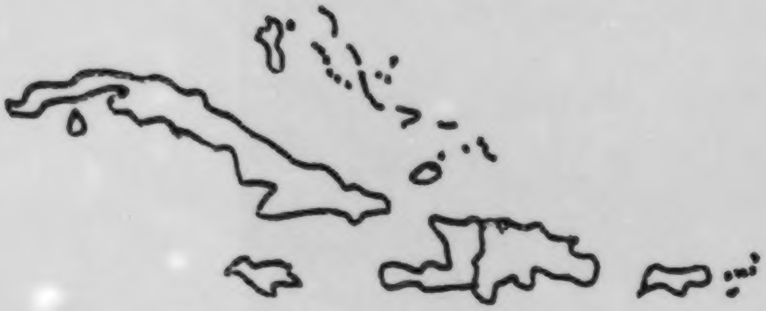


CENTRAL AMERICA

FILL IN THE NAMES OF THE COUNTRIES IN CENTRAL AMERICA

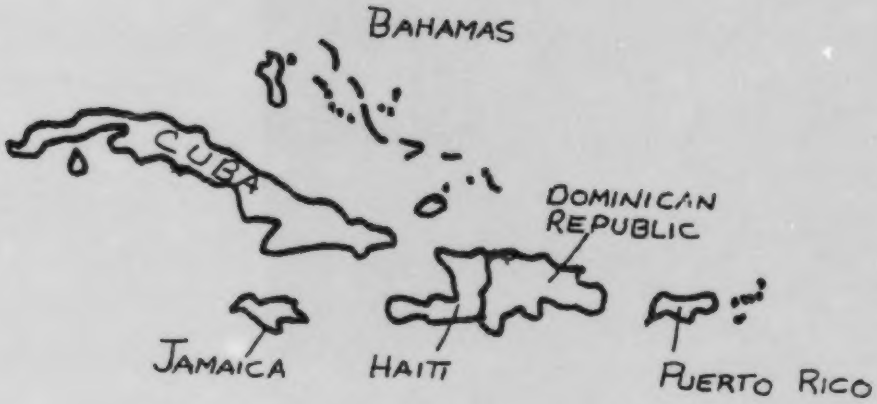

CENTRAL AMERICA
MEXICO
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA

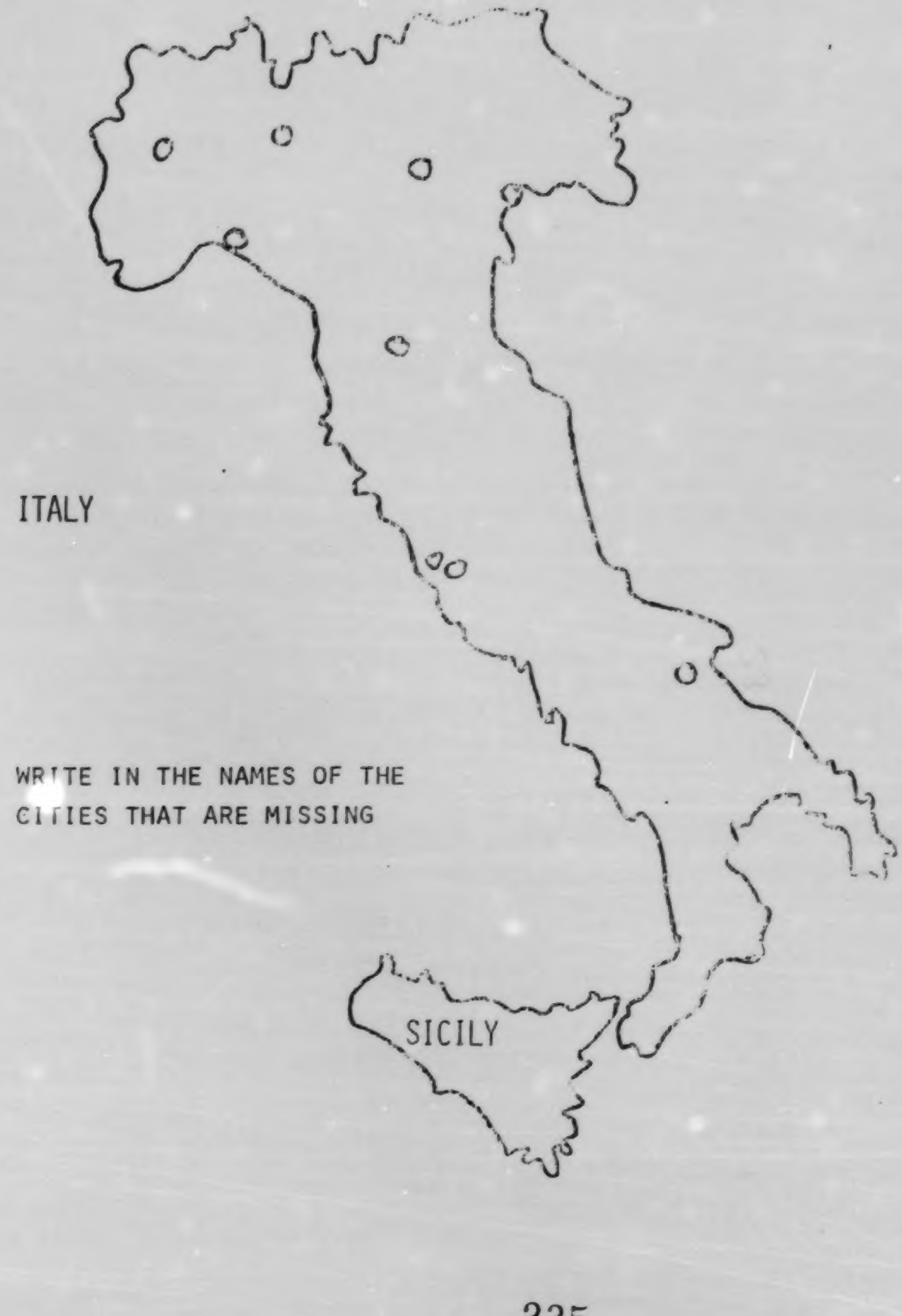
CARIBBEAN ISLANDS



FILL IN THE NAMES OF THE ISLANDS

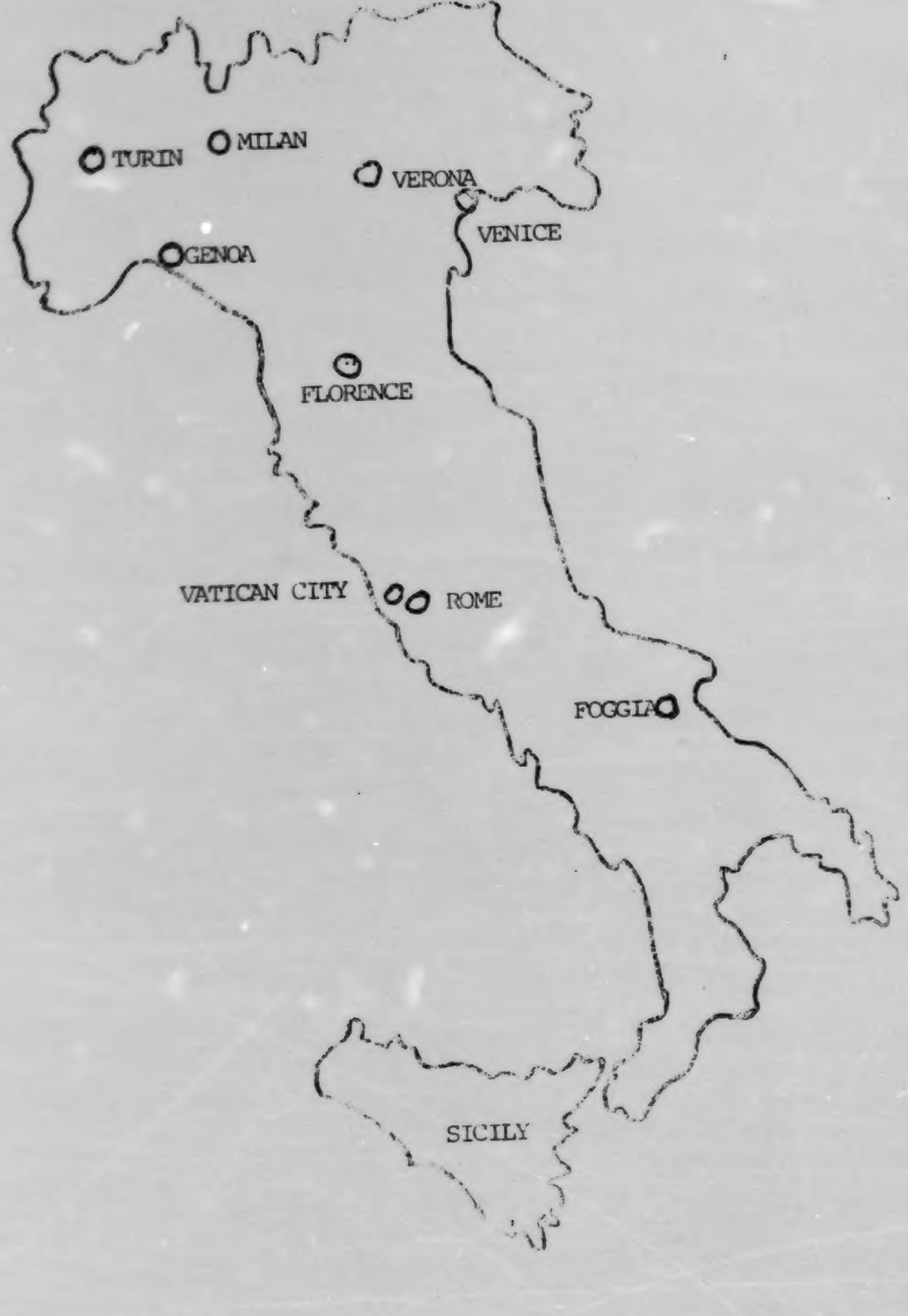
CARIBBEAN ISLANDS


BAHAMAS
CUBA
DOMINICAN REPUBLIC
JAMAICA
HAITI
PUERTO RICO

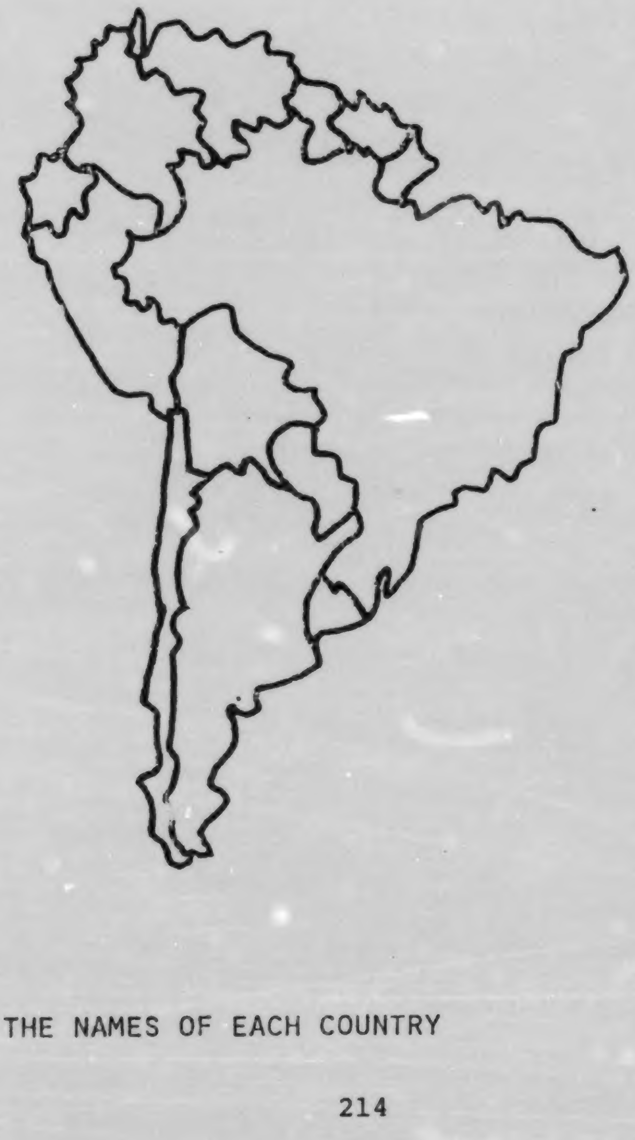

ITALY
SICILY

WRITE IN THE NAMES OF THE CITIES THAT ARE MISSING

ITALY

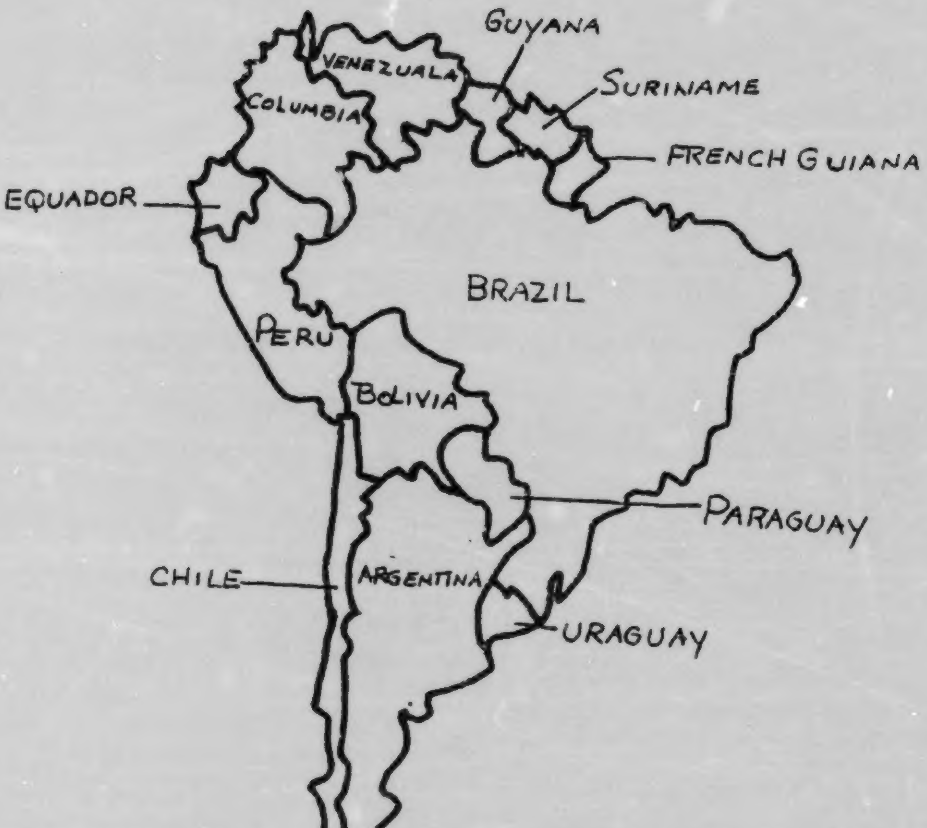

TURIN
MILAN
VERONA
VENICE
GENOA
FLORENCE
VATICAN CITY
ROME
FOGGIA
SICILY

SOUTH AMERICA

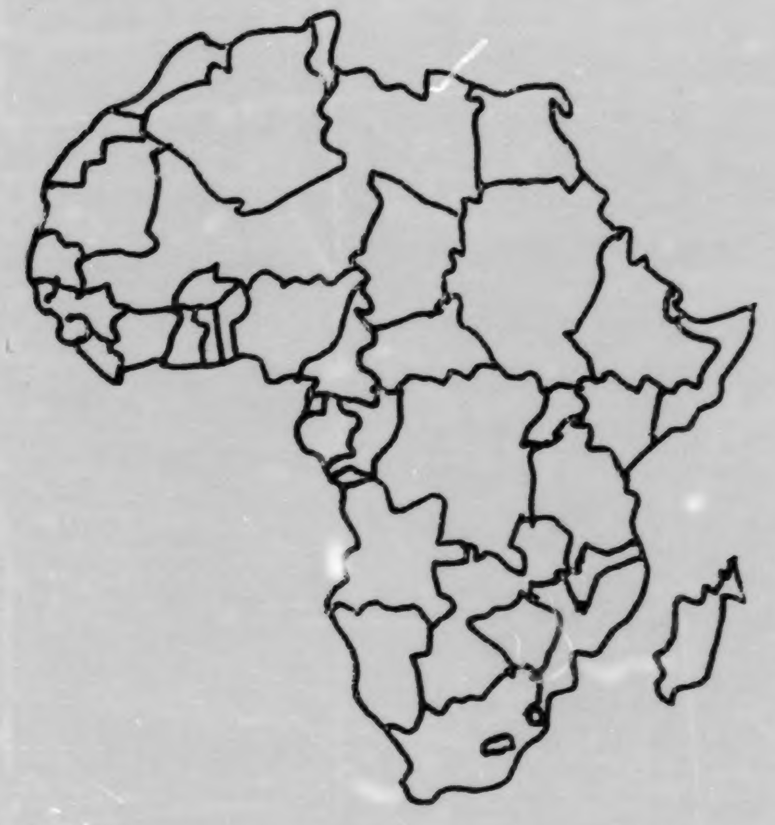


FILL IN THE NAMES OF EACH COUNTRY

SOUTH AMERICA

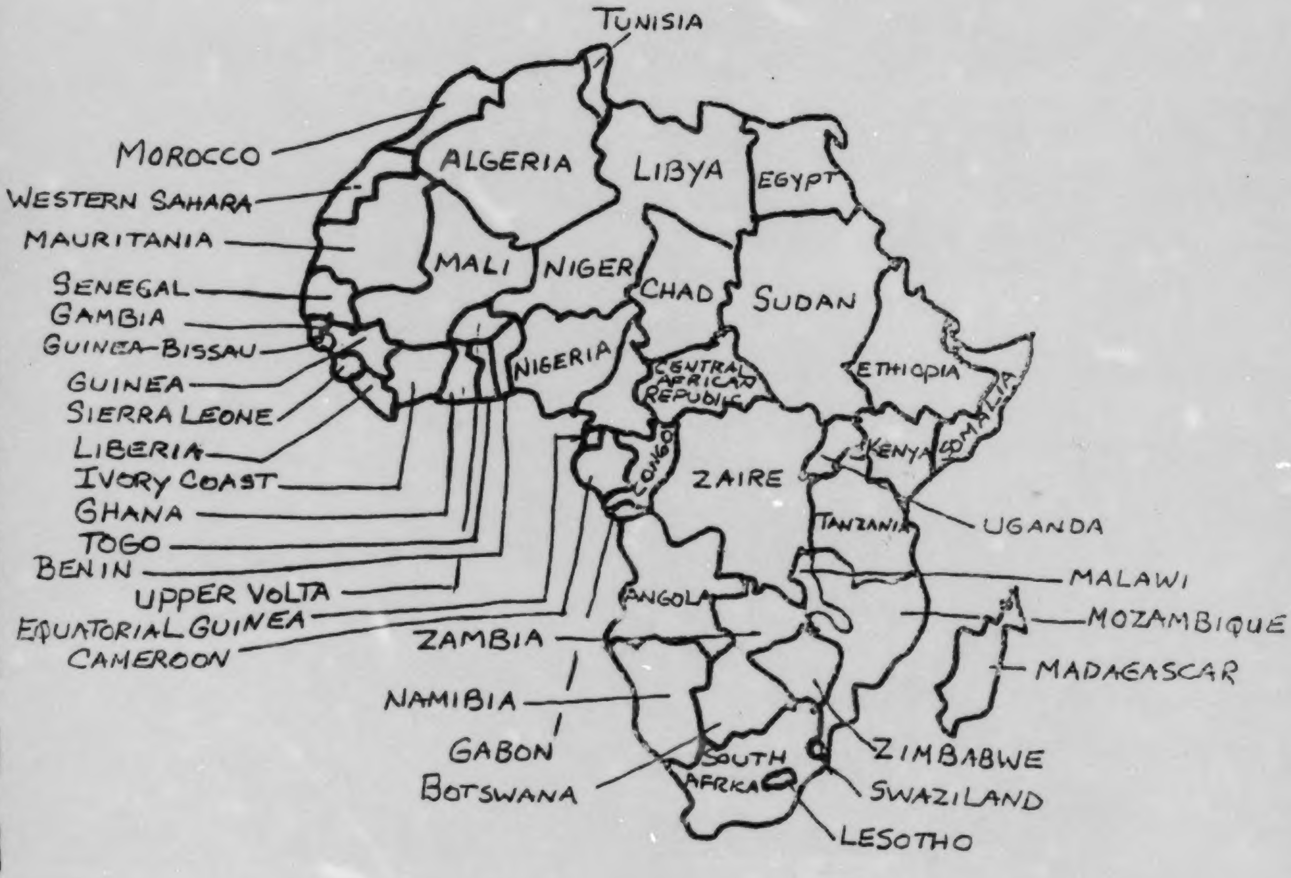

GUYANA
VENEZUALA
SURINAME
COLUMBIA
FRENCH GUIANA
EQUADOR
BRAZIL
PERU
BOLIVIA
PARAGUAY
CHILE
ARGENTINA
URAGUAY

AFRICA



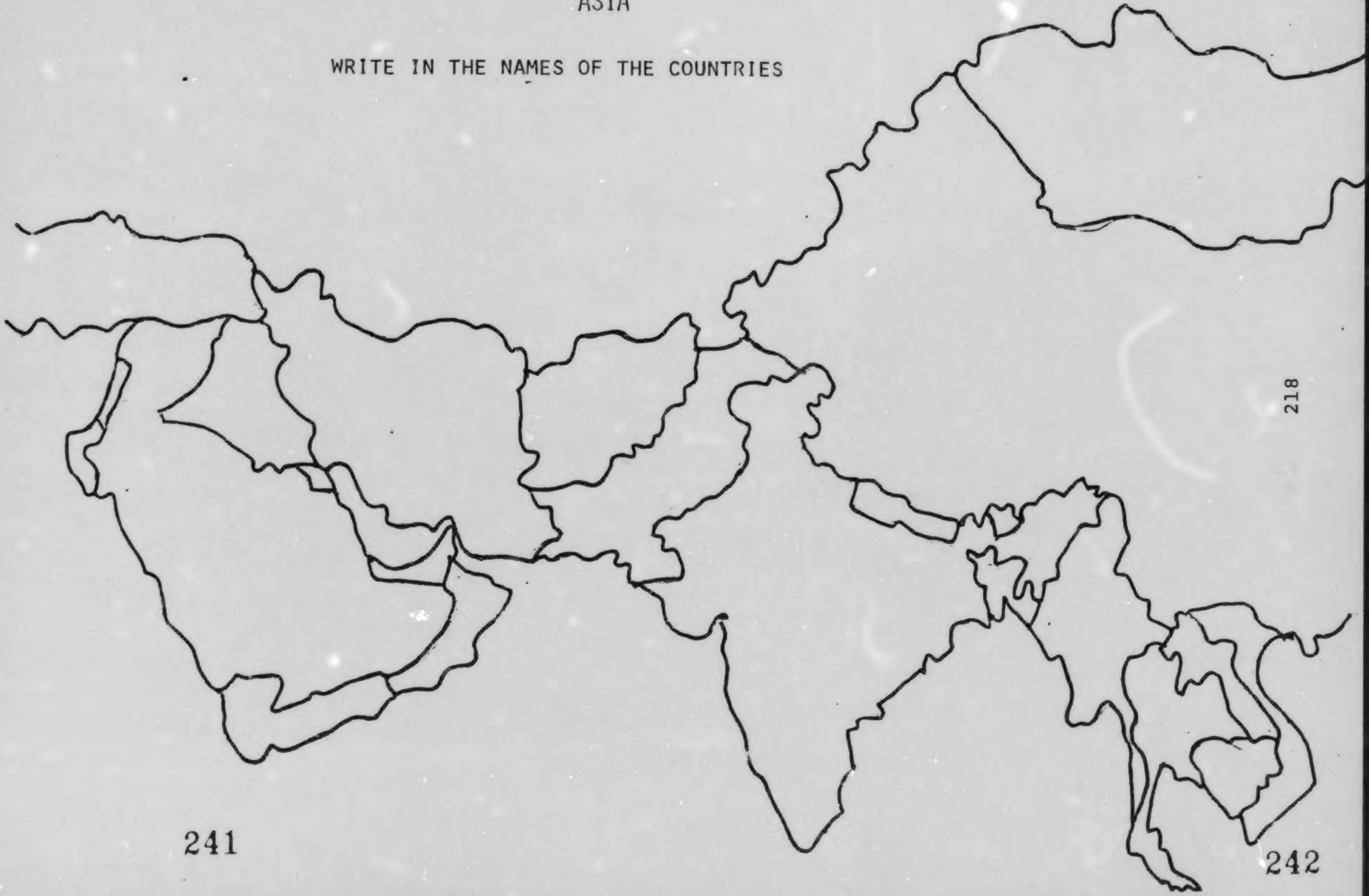
WRITE IN THE NAMES OF THE COUNTRIES ON THE MAP

AFRICA

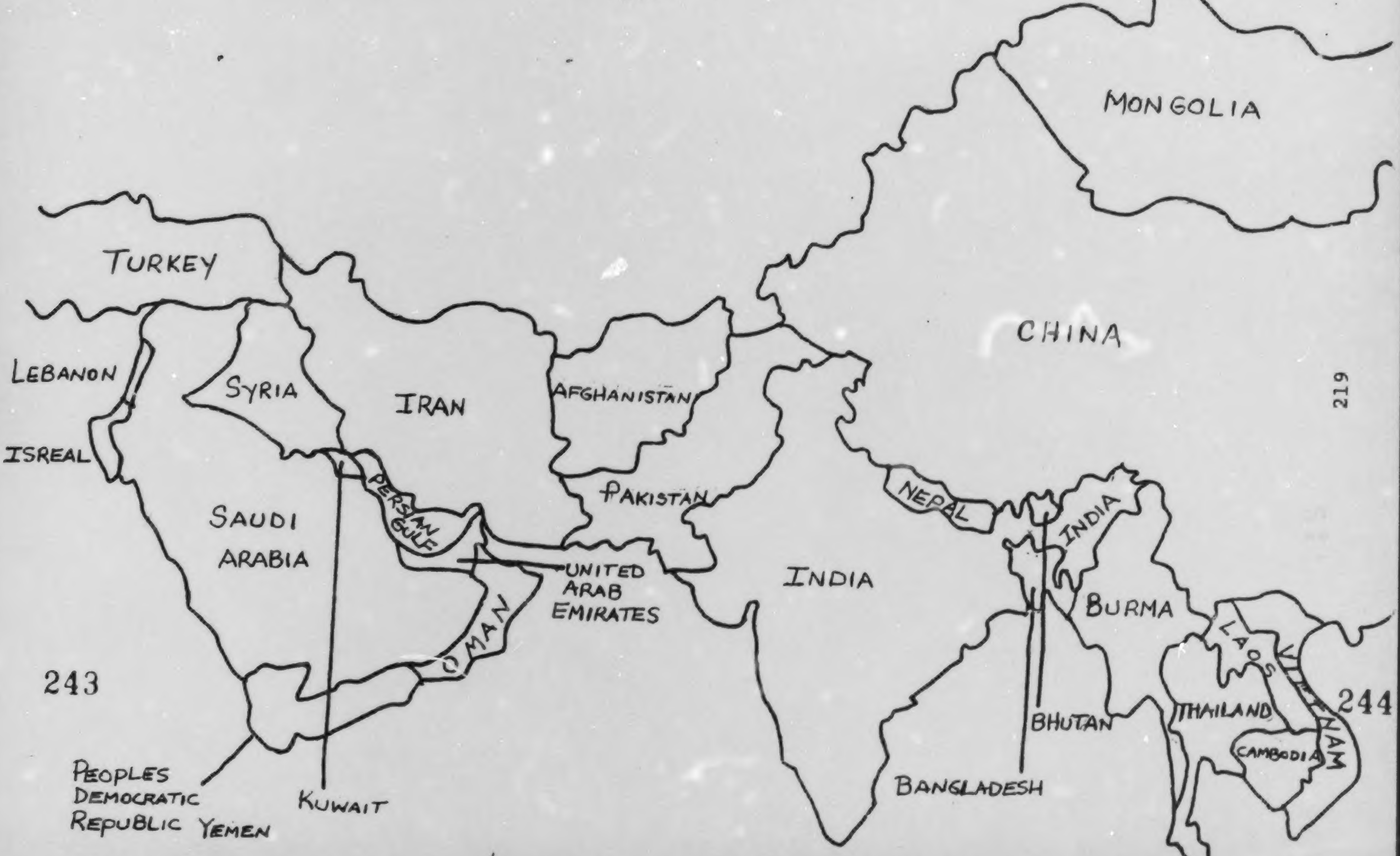

TUNISIA
MOROCCO
WESTERN SAHARA
MAURITANIA
SENEGAL
GAMBIA
GUINEA-BISSAU
GUINEA
SIERRA LEONE
LIBERIA
IVORY COAST
GHANA
TOGO
BENIN
UPPER VOLTA
EQUATORIAL GUINEA
CAMEROON
ALGERIA
LIBYA
EGYPT
MALI
NIGER
CHAD
SUDAN
NIGERIA
CENTRAL AFRICAN REPUBLIC
ETHIOPIA
SOMALIA
KENYA
CONGO
ZAIRE
TANZANIA
UGANDA
MALAWI
MOZAMBIQUE
MADAGASCAR
ANGOLA
ZAMBIA
NAMIBIA
GABON
BOTSWANA
SOUTH AFRICA
ZIMBABWE
SWAZILAND
LESOTHO

ASIA

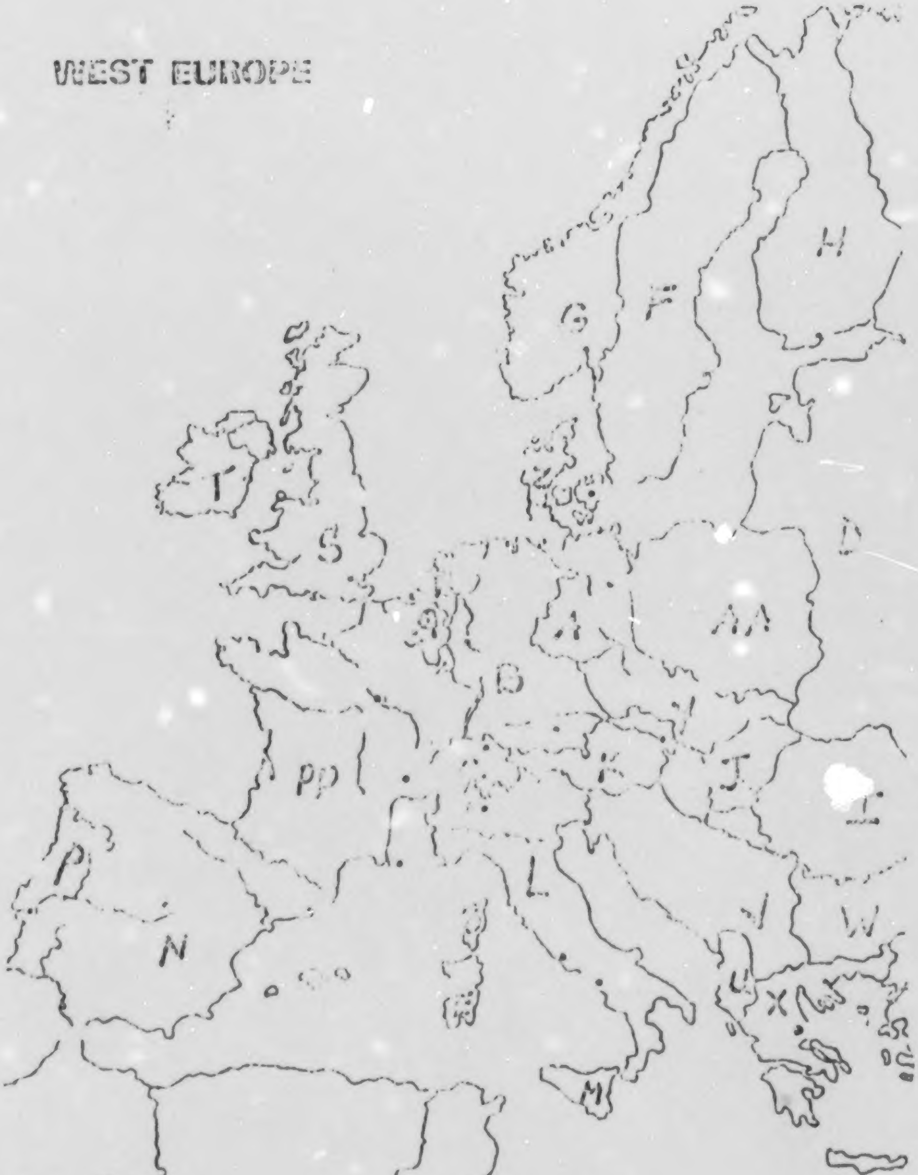
WRITE IN THE NAMES OF THE COUNTRIES



ASIA


MONGOLIA
TURKEY
CHINA
LEBANON
SYRIA
IRAN
AFGHANISTAN
ISREAL
PERSIAN GULF
PAKISTAN
NEPAL
INDIA
SAUDI ARABIA
UNITED ARAB EMIRATES
INDIA
BURMA
OMAN
LAOS
VIETNAM
THAILAND
BHUTAN
CAMBODIA
PEOPLES DEMOCRATIC REPUBLIC YEMEN
KUWAIT
BANGLADESH

WEST EUROPE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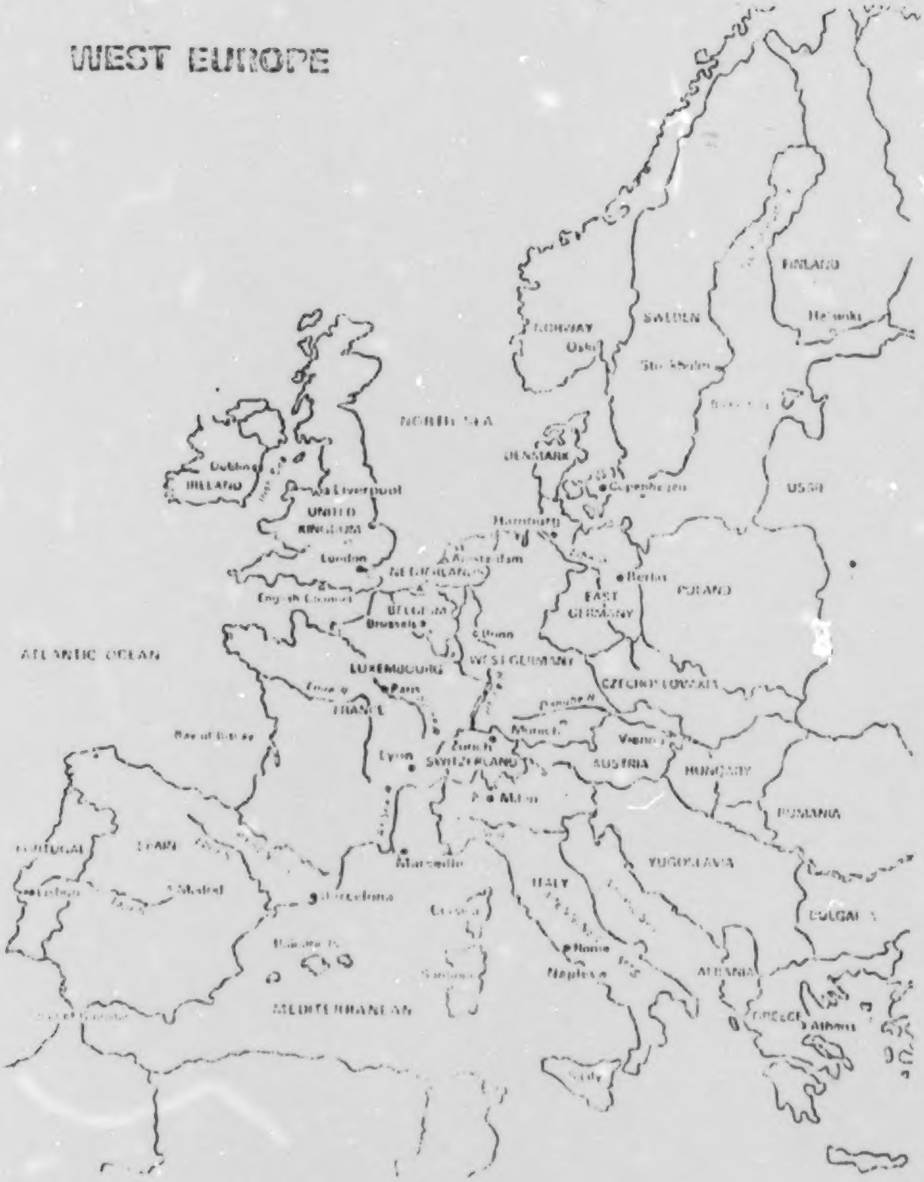
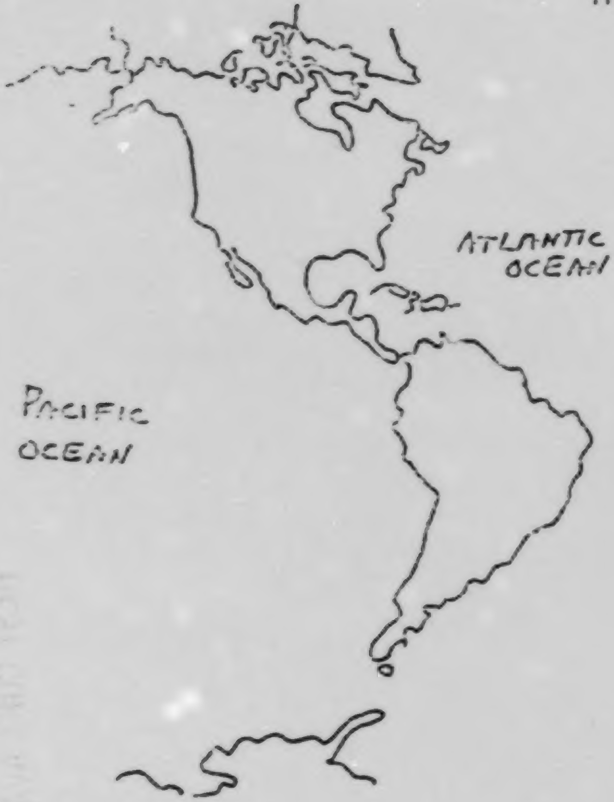
ON A PIECE OF PAPER, WRITE THE LETTER AND THE NAME OF THE COUNTRY

BEST COPY AVAILABLE

WEST EUROPE

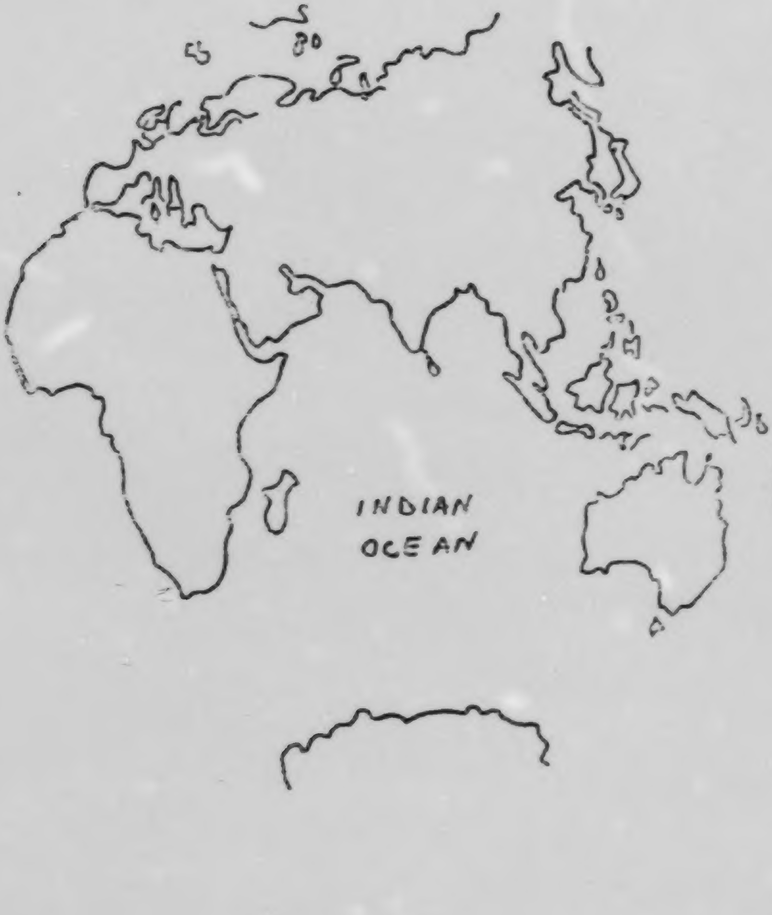

FINLAND
Helsinki
NORWAY
Oslo
SWEDEN
Stockholm
NORTH SEA
DENMARK
Copenhagen
USSR
Dublin
IRELAND
Liverpool
UNITED
KINGDOM
London
Hamburg
Amsterdam
NETHERLANDS
Berlin
POLAND
EAST
GERMANY
English Channel
BELGIUM
Brussels
Bonn
ATLANTIC OCEAN
WEST GERMANY
LUXEMBOURG
Paris
CZECHOSLOVAKIA
FRANCE
Danube R.
Munich
Vienna
Bay of Biscay
Zurich
Lyon
SWITZERLAND
AUSTRIA
HUNGARY
Milan
RUMANIA
PORTUGAL
SPAIN
Marseille
YUGOSLAVIA
Lisbon
Madrid
Barcelona
ITALY
Corsica
BULGARIA
Rome
Naples
ALBANIA
Sardinia
MEDITERRANEAN
GREECE
Athens
Sicily

THE CON


ATLANTIC
OCEAN
PACIFIC
OCEAN

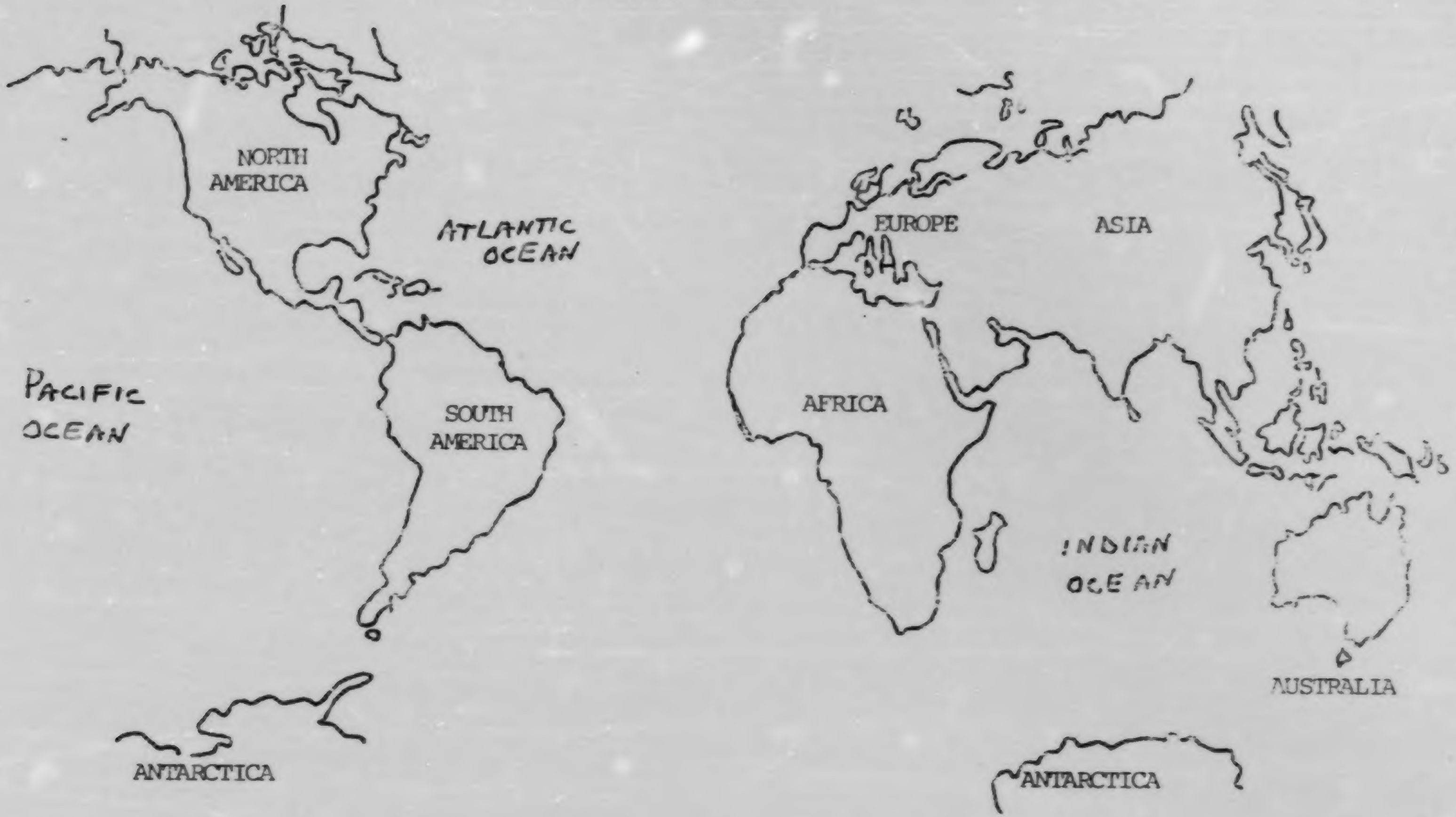
FILL IN THE NAME OF EAC

TINENTS


INDIAN
OCEAN

H CONTINENT ON THIS MAP

THE CONTINENTS


NORTH AMERICA
ATLANTIC OCEAN
EUROPE
ASIA
PACIFIC OCEAN
SOUTH AMERICA
AFRICA
INDIAN OCEAN
AUSTRALIA
ANTARCTICA
ANTARCTICA

ANSWER KEY

IN THE BEGINNING

ANSWER KEY

THE CUSTOMS OF MY MOTHER AND FATHER

JOSEPHINE VINGUIERRA

ANSWER KEY

RHYMING WORDS

ANSWERS MAY VARY

MAKING NEW WORDS

FARM
STILL
BOAT
REMEMBER
TOWN, DOWN
MOTHER
SIT
DOWN, TOWN
STICK
HIS
WANTED
HOURS
PEOPLE
EVERYONE
YOUR
THINGS
THEIR
CHILDREN

SCRAMBLED WORDS

SMALL
THESE
WERE
MANY HERITAGE
WOULD
MUSIC
COUNTRY

COUNTING SYLLABLES

1. BOTH
3. LO CA TED
2. MOUN TAINS
4. A MER I CA
5. PHIL A DEL PHI A

SOUNDS

PH

ROOT WORDS

PICTURE

DANCE

SING

CONSIDER

LIVE

NATION

VOCABULARY

DEFINITIONS MAY VARY ACCORDING TO DICTIONARY USED. SENTENCES WILL VARY.

VOWEL SOUNDS

SHORT

SHORT

LONG

SHORT

SHORT

SHORT

LONG

GEOGRAPHY

European Map - outline darkly Italy and on Continent map circle Naples on the map number 1, Rome 2, Fuggia 3.

The capitol of Italy is ROME

Italy has the shape of a BOOT

Outline darkly Philadelphia on the U.S. map

philadelphia is located in Pennsylvania

Philadelphia counties are: Bucks County, Montgomery County,
Delaware County.

COMPREHENSION QUESTIONS

He was in his teens.

He came from Foggia, Italy.

If you owned your own farm, you were considered wealthy.

They both came to Philadelphia.

WHERE IT STARTED

NEREIDA MORALES

ANSWER KEY

BEGINNING SOUNDS

BOTTLE: BOTH, BOTATAS, BEFORE, BIG

FISH: FROM, FARM, FOODS, FRUITS, FAMILIES, FOR, FAMILY

CAT: COME, CALLED, CONSISTED, CAME, CATTLE

TREE: TROPICAL, TRADING, TREATED

SUN: SMALL, SAN LORENZO, SUCH, SUNDOWN, SUNRISE

ENDING SOUNDS

DRUM: FROM, TIME, FARM, INCOME, CAME, COME,

LITTLE: SMALL, HUMBLE, CATTLE, TROPICAL, SHELL, PEOPLE, TILL, ALL

CUP: PULP

RUN: TOWN, MAIN, CERTAIN, GREEN, DONE, EVERYONE

LUNCH: SUCH, EACH

RHYMING WORDS

ANSWERS MAY VARY

HIDE AND SEEK

LOCATED CAT ATE
SMALL MALL ALL
PARENTS PARE RENTS ARE
WEATHER WE EAT THE HER
SHELL SHE HELL

STARTED STAR ART TART
TOWN TO OWN

FROM THE STORY

MEEK	HUMBLE
EXCHANGING	TRADING
ASSISTING	HELPING
DAWN	SUNRISE
DUSK	SUNDOWN

SYNONYMS

WOOD	WOULD
RAZED	RAISED
MANE	MAIN
WHETHER	WEATHER
NEW	KNEW
AWL	ALL
FOUR	FOR

SYLLABLES

ISLAND	IS LAND
CONSISTED	CON SIST ED
TOBACCO	TO BAC CO
HUMBLE	HUM BLE
PEOPLE	PEO PLE

COMPOUND WORDS

EVERY	ONE
SUN	RISE
SUN	DOWN
SOUTH	EAST
IN	COME
IN	SIDE
A	ROUND

COMPREHENSION QUESTIONS

THE MAIN SOURCE OF INCOME FOR THE FARMERS WAS TOBACCO AND CATTLE.

THEY STARTED THEIR CHORES BEFORE SUNRISE.

NEIGHBORS LOOKED OUT FOR EACH OTHER'S NEEDS BY TRADING FOODS, HELPING EACH OTHER WITH THE CHORES AND MANY OTHER THINGS.

FAMILY BEGINNINGS

MARIA J. RODRIQUEZ

ANSWER KEY

SILENT LETTERS

RA~~I~~S~~E~~D	V
F~~I~~ELD	V
NI~~GH~~T	C
FR~~I~~ENDS	V
CAN~~E~~	V

LONG AND SHORT VOWELS

SPE~~A~~KING

RISING

PARENTS

FAMILY

EVENING

PREFIXES

SET	RESET	PRESET
SPENT	UNSPENT	
DISCIPLINED	UNDISCIPLINED	
COOKED	UNCOOKED	PRECOOKED
CLEAN	RECLEAN	UNCLEAN
PLAY	REPLAY	DISPLAY

SYLLABLES

SPANISH	SPAN ISH
BETWEEN	BE TWEEN
MANNERS	MAN NERS
SUGAR	SUG AR
FAMILY	FAM I LY

ONE WORD SYLLABLES

BORN	GOOD
NEAR	FIELD
PLAY	

LIKENESSES AND DIFFERENCES

~~F~~OUR	~~H~~OUR
~~MORN~~ING	~~VISIT~~ING
THE~~Y~~	THE~~M~~
~~S~~PEA~~K~~ING	~~T~~EA~~C~~HING

COMPREHENSION QUESTIONS

THE RISING HOURS WERE BETWEEN FOUR AND FOUR-THRITY IN THE MORNING.

BEDTIME WAS BETWEEN EIGHT AND EIGHT-THIRTY AT NIGHT.

THERE WAS TIME FOR PLAY, VISITING FRIENDS AND NEIGHBORS AND TELLING STORIES AND OLD WIVES TALES.

HARD TIMES

ANSWER KEY

BACK IN THOSE DAYS

CARMEN BURGOS

ANSWER KEY

SYLLABLES

EVE RY THING

FASH ION

CAR RY

CIR CLE

WA TER

ANTONYMS

BOTTOM

FRONT

NEW

SOFT

COMPOUND WORDS

GRAND PARENTS

GRAND MOTHER

EVERY THING

RIVER SIDE

SOME THING

OUT SIDE

FROM THE STORY

OLD

PIECES

COMPREHENSION QUESTIONS

THEY CAME FROM PUERTO RICO.

NO. HALF OF THE PEOPLE DIDN'T CARE IF THEY WENT TO SCHOOL OR NOT.

LIFE WAS HARD. THEY USED WOOD FOR FIRES, CARRIED WATER IN TUBS, WASHED CLOTHES BY HAND, GREW THEIR OWN FOOD AND COOKED OUTSIDE IN A CIRCLE OF STONES.

OLD TIMES

NILDA ORTIZ

ANSWER KEY

FROM THE STORY

NONE	CARE
STAYED	BUY

BEGINNING SOUNDS

TOLD, TAKE
THAT, THE, THEY, THEIR, THERE, THEM
CARE, COULDN'T, COOK
GIRLS
CHILDREN
GRANDFATHER, GRANDMOTHER, GROW

MARKING VOWELS

YĔA̸RS
SĔND
WĔNT
ŪSE̸D
DRĔSSĔS

MATH

EIGHTY-FIVE

TWELVE

$$\begin{array}{r} 1984 \\ -\ \underline{85} \\ 1899 \end{array}$$

COMPREHENSION QUESTIONS

He had to work on the farm and help his father.

He lived in a rural setting.

Answers may vary

KIND OF ROUGH

HERMAN MC MULLIN

ANSWER KEY

SYLLABLES

SUP PORT

PAR ENTS

SEN TENCE

PEN I TEN TIA RY

DE CI SION

IN STEAD

RHYMING WORDS

ROUGH

CAUGHT

COMPOUND WORDS

SOME BODY

FOUR TEEN

GRAND FATHER

GRAND MOTHER

ROOT WORDS

DIE

RAISE

MARRY

RUN

SENTENCE

GO

LOCK

DO

ANTONYMS

OLD

SMOOTH

SISTER

OPEN

GO

SYNONYMS

KIND

KIDS

WATCH

HOMONYMS

NO

EYE

FOUR, FORE

TO, TOO

TALES

ATE

WON

DUE, DEW

MAID

SEW, SOW

VERB AGREEMENT

IS

HAS

HAD

IS

WAS

MATH

14

12

2

10

4

8

1

ONE THOUSAND, NINE HUNDRED, SEVENTY-EIGHT

ONE THOUSAND, NINE HUNDRED, SEVENTY-THREE

GEOGRAPHY

INSERT MAP

COMPREHENSION QUESTIONS

HERMAN CAME FROM PENNSYLVANIA.

HERMAN DID STICK-UPS TO HELP SUPPORT HIS MOTHER.

HERMAN GOT CAUGHT IN 1973.

HERMAN CAME HOME IN 1978.

GROWING UP

JOHN BYTHEWAY

ANSWER KEY

BEGINNING SOUNDS

CHOP, CHORES
CALLED, COULD, CAR
TOUGH, TWO TANK

SYLLABLES

GROW ING
MOD EL
MEAD OWS
SIS TERS
PRET TY

SILENT LETTERS

IGH
A
E

COMPOUND WORDS

MOTOR CYCLE
AN OTHER
MOON SHINE

SINGULAR AND PLURAL

MOTORCYCLES
CLUBS
HOUSES
NEIGHBORS
TANKS

SISTER
CHORE
BOY
MEADOW
BROTHER

FROM THE STORY

CHORES
JOINED

MATH

$$\begin{array}{r} 2 \\ +\,\underline{3} \\ 5 \end{array}$$

GEOGRAPHY

INSERT MAP

COMPREHENSION QUESTIONS

THE CHILDREN WORKED SO THEY COULD HAVE FOOD IN THE HOUSE.

THEY PUT IT IN THE GAS TANK AND RAN THE CAR ON IT.

MY PARENTS

STEVE HANRATTY

ANSWER KEY

SYLLABLES

O RIG I NAL LY

MID DLE

MAR RIED

SUG AR

KEN SING TON

FINISH THE WORD

THERE, WHERE

WHILE

CHILDREN

SHE, THE

FROM THE STORY

VISITING

MIDDLE

STAYED

STARTED

ORIGINALLY

COMPREHENSION QUESTIONS

SHE WAS ABOUT TWELVE YEARS OLD.

SHE LIVED IN THE SOUTHWEST FOR 27 YEARS.

HE WORKED IN A SUGAR HOUSE.

HE WAS 16 YEARS OLD

TRYING TO MAKE IT

SHARON SWEENEY

ANSWER KEY

ALPHABET

13 LETTER M: MONEY, MANY, MILES, MIDDLE, MADE, MAKE, MINISTER, MOTHER, MOUNTAIN, MEDICINE, MEDICAL

2ND LETTER B: BARELY, BUT, BECAUSE, BEAT, BROTHERS, BARN, BOTHERED, BUSTED, BE, BOXES, BACK

8TH LETTER H: HE, HIS, HIM, HAVE, HER, HOUSE, HOW, HAD, HERE, HARD, HEAT

10TH LETTER J: JUST, JANUARY

22ND LETTER V: VOLUNTEERED

CONTRACTIONS

WAS NOT

COULD NOT

WOULD NOT

DID NOT

SEASONS

FALL

SPRING

ANTONYMS

YOUNG	OLD
GAVE	TOOK
AWAKE	SLEEP
REMEMBER	FORGET
DIRTY	CLEAN

DEFINITIONS

ANSWERS MAY VARY ACCORDING TO THE DICTIONARY USED.

PARTS OF SPEECH

BARELY	ADVERB
APPENDIX	ADJECTIVE
SHIP	VERB
EXPERIMENT	VERB
VOLUNTEERED	VERB

ROOT WORDS

BARE
GET
BOTHER
CARRY
BOX
CRY

GUIDE WORDS

ANSWERS MAY VARY ACCORDING TO THE DICTIONARY USED.

GEOGRAPHY

INSERT MAPS

The capitol of Ireland is DUBLIN.

Ireland is on the EUROPEAN CONTINENT.

COMPREHENSION QUESTIONS

They went to live with their aunt because their parents died.

They slept in the barn.

Andrew had an appendix attack

When he was sure his brother was okay and wouldn't be beat he came to America.

He volunteered because he couldn't afford to buy his medicine and he couldn't get a medical card.

DO YOU THINK SENIOR CITIZENS SHOULD PAY FOR DOCTORS AND MEDICINE? WHY OR WHY NOT?

DO SENIOR CITIZENS GET PROPER MEDICAL CARE?

DO THE POOR, WORKING CLAS AND MINORITIES GET PROPER MEDICAL CARE?

WHAT CHANGES, IF ANY, WOULD YOU LIKE TO SEE TAKE PLACE IN OUR MEDICAL SYSTEM? WHAT BENEFITS WILL THESE CHANGES PROVIDE AND FOR WHOM?

IT WASN'T EASY

LUBA HUK

ANSWER KEY

BEGINNING SOUNDS

BUT, BUSINESS

HAD, HAVE, HER HOW

NEVER, NKEW

GAVE, GIVE

THAT, THE

TO, TOP, TYPE

CHEAT, CHANGE

ENDING SOUNDS

DIDN'T, GET, BUT, WASN'T, ABOUT, OR IT

HAD, EDUCATED, COULD, AND

EDUCATION, OWN

GIVE, GAVE

TOP

MUCH

PERSON

READ, AND, WOULD

CONTRACTIONS

DID NOT
CAN NOT
WAS NOT
COULD NOT
IT IS
THAT IS
YOU ARE
WOULD NOT
I AM
HE IS
HAD NOT

COMPOUND WORDS

GRAND MOTHER
ANY THING
BATH TUB
EVERY THING
UP SET
HER SELF
UNDER STAND
WITH IN
GIRL FRIENDS
BRAIN WASH
SOME BODY
NEIGHBOR HOOD
SOME WHERE
SIX TEEN

SYLLABLES

FOR MAL
A BIL I TY
BUSI NESS
PER SON
SUR VIVED
MA TER IAL
FREE DOM
SER VICE
PROB LEMS
DIF FI CULT
MIN GLE
AL TO GETH ER
RE SENT ED
AD VER TISE
CON FI DENCE
DIS AP POINT ED
MIS ER A BLE
SEP A RATE

ALPHABETIZING

ABILITY
ADVERTISE
ALTOGETHER
BUSINESS
CONFIDENCE
DIFFICULT
DISAPPOINTED
FORMAL
FREEDOM
MATERIAL
MINGLE
MISERABLE
PERSON
PROBLEMS
RESENTED
SEPARATED
SERVICE
SURVIVED

DEFINITIONS

ANSWERS MAY VARY ACCORDING TO THE DICTIONARY USED.

SENTENCES

ANSWER WILL VARY

WHAT DO YOU THINK?		MATH	
C	A	5	3
B	D	18	1½
D	B	13	8
C	B	21	16
C	D	2	55
B	D		

GEOGRAPHY

THE CAPITOL OF RUSSIA IS MOSCOW

RUSSIA IS ON THE ASIAN CONTINENT

COMPREHENSION QUESTIONS

THEY HAD A FRUIT STORE AND CLOTHING STORE.

LUBA'S FATHER WORKED IN A MATERIAL FACTORY.

LUBA'S MOTHER MADE WINE TO SELL.

THEY CAME BECAUSE HER UNCLE DID NOT WANT TO GO INTO THE SERVICE AND PEOPLE WERE AGAINST JEWS.

LUBA WAS CLOSER TO HER FATHER.

LUBA GOT MARRIED WHEN SHE WAS TWENTY-ONE.

LUBA STAYED WITH HER MOTHER FOR THREE WEEKS.

LUBA WANTS TO GET COMPUTER TRAINING.

WOMEN'S LIVES

ANSWER KEY

MY MOTHER'S GRANDPARENTS

CARMEN M. RIVERA

ANSWER KEY

SINGULAR NOUNS

BABY
DOCTOR
DRESS
POTATO
PLATTER

DEFINITIONS

ANSWERS MAY VARY ACCORDING TO DICTIONARY USED.

PAST TENSE

SEWED
EARNED
SOLD
MILKED
PICKED
WORKED

ROOT WORDS

LIVE
COOK
DUTY
HOUSE
MOVE

WHAT IS IT?

MIDWIFE

FROM THE STORY

D

GEOGRAPHY

SAN JUAN.
IT IS A TERRITORY OF THE U.S.

COMPREHENSION QUESTIONS

SHE USED TO WASH AND IRON CLOTHES AND SEW BEDSPREADS, DRAPES AND DRESSES TO SELL.
SHE WAS OUT OF SCHOOL BEFORE SHE FINISHED THE SECOND GRADE.
SHE HELPED WITH THE HOUSE, CARING FOR HER BROTHERS AND SISTERS, MILKING THE COWS, PICKING COFFEE AND WEEDING TOBACCO.

MY GRANDMOTHER

HELEN MORRONE

ANSWER KEY

ALPHABET	SYLLABLES	HOMONYMS
CHILDREN	2	NO
CARE	2	TWO, TOO
COOKING	1	BEE
KNOW	2	DYED
KIDS	3	

MATH

9

92

COMPREHENSION QUESTIONS

IT MEANS A HARD WORKING ANT.
SHE HAD NINE CHILDREN.
SHE WAS NINETY-TWO YEARS OLD.

JOBS

JEANETTE WOLLIVER

ANSWER KEY

SECRET MESSAGE

NATIVE
OPERATOR
AMERICAN
NURSE
COLLEGE

MESSAGE

NEVER GIVE UP ON LEARNING TO READ.

NEW WORDS

2
4
2
1
2
SENTENCES MAY VARY

COMPREHENSION QUESTIONS

SHE WAS A SEWING MACHINE OPERATOR.
HER MOTHER WORKED IN A PAPER BOX FACTORY.
SHE IS STUDYING NURSING.

MY FAMILY BACKGROUND

MARGARET MC CARTHY

ANSWER KEY

MARKING VOWELS

CLŌTHE̸S
MĂRRĬA̸GE̸
ĒA̸CH
CŎNTĬNŪE̸
TĒA̸CH
GŎŎD
BĔDRŌŌM

SYNONYMS

VALUES
CHEERFUL
HELP
CONTINUE
HARD

PARTS OF SPEECH

NOUN
ADJECTIVE
VERB
PRONOUN

SINGULAR AND PLURAL

CHILD
VALUE
HOUSEWIVES
LIVES
CRISES

COMPOUND WORDS

HOUSE WIFE
BED ROOM
A TOP
ICE BOX

MAKING NEW WORDS

ANSWERS MAY VARY

LY

CHEERFULLY
CLOSELY
HARDLY

PAST OR PRESENT

HAVE
TAUGHT
IS
WASHED
GET

COMPREHENSION QUESTIONS

SHE HAD NINE CHILDREN.
SHE WASHED CLOTHES IN A TUB.
THE TUB WAS ATOP AN ICEBOX OUT IN THE YARD.

THE WOMEN IN MY FAMILY

SHARON SWEENEY

ANSWER KEY

RHYMING WORDS

ANSWERS MAY VARY

ANTONYMS

ATOP
HARD
CAUGHT
NEVER

SYLLABLES

RAIL ROAD
PRE SENT
COUNT Y
RE A LIZE
REL A TIVES

LIKENESSES AND DIFFERENCES

~~AR~~OUND	~~F~~OUND
~~H~~EA~~DING~~	~~R~~EA~~LIZE~~
~~CAU~~GHT	~~RI~~GHT

COMPREHENSION QUESTIONS

SHE WAS GOING TO BUY A BIRTHDAY PRESENT FOR GLORIA.
SHE HAD TO CROSS THE RAILROAD TRACKS.
SHE WAS BORN UP AROUND COLLINGSDALE.
THEY CAME FROM IRELAND.

MY GRANDPARENTS

MARGARET R. HALEY

ANSWER KEY

DEFINITIONS

A
C
B

ALPHABETICAL ORDER

CLOTHES
COOK
FAMILY
FATHER
RENT
WASH
WEEK
WORKED

MATH

$2.00
$5.00
$.03 OR 3¢

ABBREVIATIONS

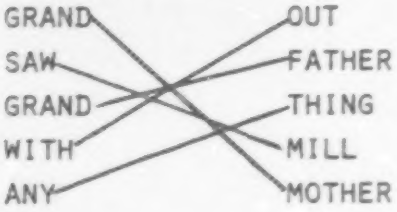
DR. OR MD.

SYLLABLES AND MARKING VOWELS

MŎTH ĔR
SĬS TĔR
DŎL LĂRS
BŬT TĔR
BĒ C̆AUSE̸

BĒ LI̸ĒVE̸
BĒ FŌRE̸
ĂF TĔR
MŎNE̸ Ȳ
ŌN LȲ

COMPOUND WORDS


GRAND
SAW
GRAND
WITH
ANY
OUT
FATHER
THING
MILL
MOTHER

COMPREHENSION QUESTIONS

THEY LIVED ON A RESERVATION.
SHE WASHED THEM IN THE LAKE ON A ROCK AND LAID THEM TO DRY ON A TREE BRANCH.
HE WORKED IN A SAWMILL.
SHE DID NOT BELIEVE IN DOCTORS.

A WOMAN'S LIFE

JOCELYN CARRERO

ANSWER KEY

CHALLENGE WORDS

CHOICES MAY VARY

SYLLABLES

EU RO PE AN
EN JOY
I RON ING
DAUGH TERS
VER Y

SEEK AND FIND OR WORD SEARCH

C	N	T	Z	U	L	X	B	M
A	R	J	S	N	F	O	K	O
D	O	K	O	L	D	E	S	T
F	B	M	C	P	A	I	T	H
L	B	H	A	I	R	E	R	E
P	C	Q	K	O	K	N	I	R
O	X	K	N	A	E	J	C	S
Y	R	I	M	K	R	O	T	E
U	N	D	S	T	A	Y	D	L
G	A	C	D	J	X	A	L	F

ALPHABETICAL ORDER

DARK
ENJOY
GUY
HAIR
HERSELF
IRONING
MAKE
MOTHER
OLDEST
STAY
STRICT

COMPREHENSION QUESTIONS

SHE LEFT SCHOOL IN THE 2ND GRADE.
SHE HAD TO TAKE CARE OF HER BROTHERS AND SISTERS.
THE GIRLS HAD TO COOK AND CLEAN.
THE BOYS COULD DO WHAT EVER THEY PLEASED.

GEOGRAPHY

SPAIN
EUROPE
EUROPE

MY MOTHER

SUSAN BRINTON

ANSWER KEY

BEGINNING SOUNDS

ENVELOPE, EVERY
LUNCH, LUCKY, LOT, LONG, LIVE
GOVERNMENT, GOT

SYLLABLES

EN VE LOPE
RES TAU RANT
GOV ERN MENT
DE SIGNS
COM PAN Y

MATH

CAPITAL LETTERS

Spanglers
Howard Street
Front and Girard
Clarion, Pennsylvania
Clarion

ALPHABETICAL ORDER

PAIR
PARENTS
PINS
POTATO
WEAR

3, 14, 30, 71
ONE HUNDRED THREE

COMPREHENSION QUESTIONS

She had three jobs.
She worked as a machine operator and as a waitress.
They wore "zoot" suits, "spat" shoes, stetson, "curl" skirt, "bobby socks" and sneakers.
She got married when she was 14 years old.

MY FAMILY

MERCEDES TORRES

ANSWER KEY

VOWELS

WITH
TIME
GOT
HAD
THAT
STUFF
PAST
GRADE
GONE
TELL

MAKING NEW WORDS

BARN	BORN	BURN	
SAW	SEW	SOW	
FAR	FIR	FOR	FUR
PAST	PEST	POST	
SAT	SET	SIT	
WHALE	WHILE	WHOLE	
STAFF	STIFF	STUFF	
THAN	THEN	THIN	
BAD	BED	BID	BUD
BAT	BET	BID	BUT
NET	NOT	NUT	
WALL	WELL	WILL	
MARE	MERE	MIRE	MORE

SYLLABLES

YEARS
PASSED
KNOWS
WORDS
WHOLE

DIVIDING WORDS INTO SYLLABLES

GEN ER A TION
COM PARES
A DORE
EX ACT LY
FI NAL LY
AS SIS TANCE
STRANG ERS
IM POR TANT

COMPOUND WORDS

EVERY THING
GRAND DAUGHTER
SIX TEEN
GIRL FRIENDS
BED ROOM
SOME THING
UNDER STANDS

SILENT LETTERS

DI~~E~~D
G~~U~~ESS
GRO~~W~~ING
~~K~~NIT
SWE~~A~~TERS
LIK~~E~~
MAD~~E~~
RE~~A~~D
WRIT~~E~~
DAU~~GH~~TER

CONTRACTIONS

THAT IS
DID NOT
DO NOT
WAS NOT
IT IS

MATH

80
7
3
2
5
30
18
1
95
65
16

ONE THOUSAND, NINE HUNDRED
FIFTY-FOUR
SEVEN

GEOGRAPHY

SEE MAPS
SAN JUAN IS THE CAPITOL OF PUERTO RICO.
ALBANY IS THE CAPITOL OF NEW YORK.
PHILADELPHIA IS A CITY IN THE STATE OF PENNSYLVANIA.

COMPREHENSION QUESTIONS

SHE WENT TO THE 6TH GRADE.
SHE USED TO SEW, AND KNIT THINGS TO SELL.
THEY HAD COFFEE IN THE MORNING.
THEY FIRST LIVED IN NEW YORK.
SEVEN PEOPLE LIVED IN A THREE-BEDROOM HOUSE.

MEN'S LIVES

ANSWER KEY

MY FAMILY

DARLENE WEAVER

ANSWER KEY

CAPITALIZATION

William J. Sweeney	NAME OF A PERSON
He	BEGINNING OF A SENTENCE
Warlocks	PROPER NAME OF CLUB/ORGANIZATION
Jack Palance	NAME OF A PERSON

ALPHABETICAL ORDER

CANDY
CLUB
COULD
HUNTING
LIKE
LIVES
LOVE
MOUNTAINS
QUARTER
QUIT

MAKING NEW WORDS

DOWN
MEAT
THIS
BLOT
CUP
GLOVE
NONE

SENTENCES

MAY VARY

COMPREHENSION QUESTIONS

You could get in the movies for a quarter, plus buy a lot of candy.

Her father belonged to the Warlocks.

He used to go hunting with him.

JOBS

JEANETTE WOLLIVER

ANSWER KEY

SINGULAR (S), PLURAL (P), AND POSSESSIVE (POS) NOUNS

POSSESSIVE
SINGULAR
PLURAL
SINGULAR

SYLLABLES (DEFINITIONS MAY VARY)

LA BOR ER
PA PER
SUP PORT
COM PAN Y
GRAD U A TED
(SENTENCES WILL VARY)

GEOGRAPHY

THEY ARE ON THE EUROPEAN CONTINENT

COMPREHENSION QUESTIONS

JEANNETTE'S GRANDFATHER WAS IN THE SIXTH OR SEVENTH GRADE WHEN HE QUIT SCHOOL.
HE WORKED AS A PAPERBOX LABORER.
HE WAS IN THE AIR FORCE.

MY FATHER

MERCEDES TORRES

ANSWER KEY

RACING

SUPPORT - LAST
SECOND
SCHOOL
ROUGH
RENT
REALLY
FRUITS
FOOD
FINISH
FIELD - SHOW
FATHER - PLACE
FAMILY - FIRST PLACE

CHALLENGE WORDS

CHOICES MAY VARY

MARKING VOWELS

CHĂNCE̸
SCHO͞OL
GO͝OD
FO͞OD
MĀDE̸
MĂTH
JŎB
TŌLD
(SENTENCES WILL VARY)

CAPITAL LETTERS

ENGLISH
SPANISH
PUERTO RICO
PHILADELPHIA

COMPREHENSION QUESTIONS

HE ONLY MADE IT TO THE SECOND GRADE.
WHEN HE WAS TWELVE YEARS OLD HIS FATHER SENT HIM TO WORK.
HE WORKED IN A MARKET SELLING FRUITS AND FOOD.
IT HAD A LOT TO DO WITH HIS JOB.

MY GRANDFATHER

HELEN MORRONE

ANSWER KEY

MATH

1884	1884	1920
+ 18	+ 94	-1884
1902	1978	36

ONE THOUSAND, EIGHT HUNDRED, EIGHTY-FOUR

TWENTY-EIGHT

FIFTY-TWO

TWO

CHALLENGE WORDS

CHOICES MAY VARY

SCRAMBLED SYLLABLES

ENJOYMENT
UNITED
TYPICAL
PROSPEROUS
VEGETABLES

HERE AND NOW

IS, AM
COME
ARE
MAKE
HAVE
SELL
MEET

WHO DOES WHAT?

GROCER - SELLS FOOD
STATE REPRESENTATIVE - REPRESENTS YOU IN HARRISBURG
BLOCK CAPTAIN - ORGANIZES PEOPLE ON YOUR STREET
LAWYER - DEFENDS PEOPLE
SEAMSTRESS - HEMS CLOTHING
COUNCIL PERSON - PASSES CITY LAWS AND ORDINANCES
TEACHER - HELPS YOU LEARN
DOCTOR - CURES YOUR PAIN

WARD LEADER - OVERSEES COMMITTEE PERSONS
PLUMBER - FIXES DRAINS
DIETITIAN - GIVES INFORMATION ABOUT NUTRITION
CONGRESS PERSON - REPRESENTS YOU IN Washington
FARMER - TILLS THE LAND
SECRETARY - TYPES LETTERS
MAYOR - GOVERNS A CITY
DENTIST - FIXES TEETH
GOVERNOR - GOVERNS A STATE

DO YOU KNOW?

BLOCK CAPTAIN	ANSWERS WILL VARY
COMMITTEE PERSON	ANSWERS WILL VARY
WARD LEADER	ANSWERS WILL VARY
COUNCIL PERSON	ANSWERS WILL VARY
STATE REPRESENTATIVE	ANSWERS WILL VARY
CONGRESS PERSON	ANSWERS WILL VARY
MAYOR	W. Wilson Goode
GOVERNOR	Governor Thornberg

GEOGRAPHY

Locate Italy on the map.
Rome
Europe
Locate the United States on the map.
North America
Washington, D.C.
Find the capitols of Italy and the United States on the map.

COMPREHENSION QUESTIONS

He was working in the coal mines.
His trade was a butcher
His only enjoyment was having friends at home; playing cards and playing Bacci.

MY GRANDFATHER'S LIFE

CARMEN RIVERA

ANSWER KEY

WHAT'S THE SAME?

CLEAN - READY	BOTH HAVE AN EA IN THE WORD
STONES - BONES	BOTH HAVE ONES IN THE WORD
OUT - COWS	BOTH HAVE THE OW SOUND
DIVER - BUTCHER	BOTH END IN ER
WOULD - COULD	BOTH HAVE OULD IN THE WORD

SYLLABLES

DE LIV ER 3
A GRI CUL TURE 4
BAS KET 2
BRO KEN 2
PUB LIC 2
SEP A RA TED 4
CON SID ER 3

WHAT DOES IT MEAN?

RUBDOWN - MASSAGE (ANSWERS MAY DIFFER)

MILLION BUCKS - FEEL GOOD (ANSWERS MAY DIFFER)

WHO ARE THEY?

CONTRACTOR
MASSEUSE/THERAPIST
FARMER
MASON/CEMENT MIXER (WORKER)

COMRREHENSION QUESTIONS

HE SOLD SAND AND STONES
HE MADE BASKETS
HE WAS A TAXI-CAB DRIVER.

MY FAMILY BACKGROUND

MARGARET MC CARTHY

ANSWER KEY

VOWEL SOUNDS

[✓ SEVEN]
RAILROAD
[✓ BUT]
THREE
[✓ AND]

ALPHABETICAL ORDER

ALSO
ASBESTOS
FAMILY
FATHER
NEWSPAPERS
PRESSER
PRINTERS
RAILROAD
SCHOOLS
TRADE

GEOGRAPHY

Europe
Asia
North America
South America
Anartica
Africa
Australia

England and Italy are on the European continent.
The capitol of Italy is Rome
The capitol of England is London.

COMPREHENSION QUESTIONS

They all worked in the newspaper trade.
They worked down at the old Record Bulletin.
Her mother was one of three children.
Her daughter is a school teacher.

MY RELATIVES

JOCELYN CARRERO

ANSWER KEY

BEGINNING SOUNDS

STUDENTS RESPOND ORALLY

SINGULAR AND PLURAL

SINGULAR	PLURAL
RESTAURANT	CHICKENS
JOCKEY	ROOSTERS
PILOT	FRUITS
	BROTHERS
	VEGETABLES

ENDING SOUNDS

STUDENTS RESPOND ORALLY.

WORD MEANINGS (DEFINITIONS)

ANSWERS MAY DIFFER SLIGHTLY.

MATCHING MATES

FEMALE	MALE
CHICKEN	ROOSTER
EWE	RAM
MARE	HORSE
LIONESS	LION
COW	BULL
DEER	ELK
VIXEN	FOX

COMPREHENSION QUESTIONS

HE GREW HIS VEGETABLES AND FRUITS.

HE USE TO HAVE A RESTAURANT.

HER UNCLES WERE A JOCKEY AND A CARDINAL.

DISCRIMINATION

ANSWER KEY

GROWING UP

SHARON SWEENEY

ANSWER KEY

RHYMING WORDS

BETTER

THEY, PLAY, STAY, AWAY

JUST

SCHOOL

MAKING NEW WORDS

TOWN

CLAY

PRAISED

COMPREHENSION QUESTIONS

SHARON GREW UP IN "PHILLY" AT HOWARD AND HUNTINGDON STREETS.

THE WHITE POEPLE DIDN'T WANT HER TO BE FRIENDS WITH THE OTHER GIRLS TOO.

THE COLORED GIRLS WOULD COME AND STICK UP FOR HER.

COMING FROM PUERTO RICO

NILDA ORTIZ

ANSWER KEY

SYLLABLES	NUMBER OF SYLLABLES
NEIGH BOR HOOD	4
BE CAUSE	1
A ROUND	2
FUN NY	1
AL MOST	2

YOU CAN TELL THE NUMBER OF SYLLABLES IN A WORD FROM THE NUMBER OF VOWEL SOUNDS YOU HEAR.

GEOGRAPHY

POLISH
ENGLISH
PUERTO RICAN
HAITIAN
VIETNAMESE
KENYAN
ITALIAN
IRISH
BRAZILIAN
LAOTIAN
GHANAIN
JEWISH/ISREALI

DEFINITIONS

SPEAK
LOOK
MAD

COMPREHENSION QUESTIONS

NILDA CAME FROM PUERTO RICO.

THE KIDS USE TO MAKE FUN OF HER BECAUSE SHE DIDN'T SPEAK ENGLISH.

NILDA SPOKE SPANISH.

BEING POLISH

KEN DOMBROWSKI

ANSWER KEY

SYLLABLES

Po land

NEIGH BOR HOOD

CON VENT

ED U CA TION

PROB LEM

Eng lish

A ROUND

AC CEPT

CON TROL

RE MEM BER

SIS TER

CONTRACTIONS

DID NOT

DO NOT

WE HAD/WE WOULD

HOW DID

YOU HAD/YOU WOULD

COULD NOT

ROOT WORDS

GROW

MOVE

SWIM

START

USE

WORK

GEOGRAPHY

Poland

England

Puerto Rico

Haiti

Egypt

Ireland

France

Ethiopia

El Salvadore

Nigeria

COMPREHENSION QUESTIONS

They came from Poland.

He had a farm.

They didn't accept him because he was Polish.

They are Catholic.

There were eight children in Ken's family.

Ken's sister had four or five kids.

BEING INDIAN

JOHN BYTHEWAY

ANSWER KEY

SYLLABLES

CHER O KEE
A LIVE
PAR AL LELS
LIT TLE
TEE PEE
WOR RY
BUSI NESS
ENG LAND
GER MAN
A BOUT
CIV IL
IN SIDE
A BLE
AC CORD ING
DOM I NA TION
RES ER VA TION

ROOT WORDS

GROW
TREAT
RUN
STAY
DECIDE
FIGURE
LIVE
COMPLETE

SILENT LETTERS

DECID$\cancel{E}$	FIGUR$\cancel{E}$	LIV$\cancel{E}$	COMPLET$\cancel{E}$
DECIDING	FIGURING	LIVING	COMPLETING

MARKING VOWELS

R$\breve{U}$N	C$\breve{A}$N	M$\breve{O}$P	H$\breve{O}$P
RUNNING	CANNING	MOPPING	HOPPING

VOCABULARY

DEFINITIONS MAY VARY ACCORDING TO THE DICTIONARY USED.

GEOGRAPHY

THE CAPITOL OF GERMANY IS:
WEST GERMANY IS BONN
EAST GERMANY IS BERLIN

THERE ARE 7 CONTINENTS
THE NAMES OF THE CONTINENTS ARE:
NORTH AMERICA
SOUTH AMERICA
AFRICA
EUROPE
ASIA
AUSTRALIA
ANTARCTICA
THE CAPITOL OF VIRGINIA IS ROANOKE

COMPREHENSION QUESTIONS

THE CHEROKEES WERE FROM VIRGINIA.
JOHN'S GRANDFATHER CAME FROM GERMANY.
THE WOMEN DIDN'T DO MUCH EXCEPT STAY IN CAMP AND MAKE THE MEALS AND JUST BASICALLY MIND THEIR OWN BUSINESS.
WHEN THE MEN DECIDED TO TALK THE WOMEN WENT INTO THE TEEPEE.
THE WOMEN STAYED COMPLETLY OUT OF IT. THEY DID WHAT THEY WERE TOLD AND THAT WAS IT.

MY FAMILY

SANDRA L. REED

ANSWER KEY

CONSONANT BLENDS	BEGINNING SOUNDS
ANSWERS MAY DIFFER	ANSWERS MAY DIFFER

SCRAMBLED WORDS

UNTIL
OHIO
REASON
MARRIED
TREATING

GEOGRAPHY

THE CAPITOL OF OHIO IS COLUMBUS.

COMPREHENSION QUESTIONS

HER GREAT-GRANDMOTHER CAME FROM UPSTATE OHIO.
SHE HAD FOUR GIRLS.
SHE HAD TO STOP SCHOOL AND GO TO WORK.

GROWING UP

ANSWER KEY

SCHOOL

JOHN BYTHEWAY

ANSWER KEY

MATH

32
-11
21 YEARS

32
-13
19 YEARS

CAN YOU TELL?

CITY
SCHOOL
CLASH
CORRECT
CORRECT
YEARS

SYLLABLES

AC TU AL LY
E LEV EN
PRO BA TION
DEF I NITE
TEM PER

COMPREHENSION QUESTIONS

THE CITY TOOK HIM OUT OF SCHOOL WHEN HE WAS ELEVEN YEARS OLD.
HE WAS PUT BEHIND BARS.
HIS FATHER PUT HIM TO WORK.

WHEN WE WERE YOUNG

SUSAN BRINTON

ANSWER KEY

LITTLE WORDS - HIDE AND SEEK

EVERY THING EVER VERY IN
BABY SITTER SIT IT BY
SOME ONE SO ME ON

SYLLABLES

BA BY SIT TER
EVE RY THING
OUR SELVES
PRAC TI CAL LY
BET TER

MARKING VOWELS

JŎBS
MĀKE̸
BĒA̸T
WĒ
HŌME̸

COMPREHENSION QUESTIONS

SHE HAD A BABYSITTER.
WHEN SHE WAS 13 THEY WATCHED THEMSELVES.
HER CURFEW WAS 9:30 AND 12 O'CLOCK ON THE WEEKENDS.

CHANGING TIMES

ANSWER KEY

MY FAMILY

DARLENE WEAVER

ANSWER KEY

ONE-SYLLABLE WORDS

SHE
WAS
AND
USED
TO
SAY
THAT
THERE
WERE
NO
WATCH
HOW
CHEAP
THE
FOOD
CLOTHES

MULTIPLE SYLLABLES

REMEMBER 3
ABOUT 2
GRANDPARENTS 3
NEVER 2
MOTHER'S 2
FATHER 2
GRANDMOTHER 3
ISN'T 2
BECAUSE

GEOGRAPHY

THE CAPITOL OF FLORIDA IS TALLAHASSE
FLORIDA IS ON THE CONTINENT OF NORTH AMERICA
OTHER CONTINENTS ARE: AFRICA, ASIA, NORTH AMERICA, SOUTH AMERICA, EUROPE, AUSTRALIA AND ANARTICA
GERMANY IS ON THE CONTINENT OF EUROPE.

CONTRACTIONS

IS NOT

VOCABULARY

REMEMBER
DIFFERENT
CHEAP

SYNONYMS

KNEW
DO
NO
IN
AL
NOT
I
TO
THERE

COMPREHENSION QUESTIONS

SHE WAS GERMAN.
THEY USED TO LIVE IN FLORIDA.
SHE STAYED THERE FOR EIGHT MONTHS.

THEN AND NOW

GRACE DE ROSA

ANSWER KEY

SUFFIX AND PREFIX

S (ING)
S AND P (RE) (ED)

PREFIXES

RESTORE
DISCLOSE
DISCOVERED/UNCOVERED/RECOVERED
UNCLEAN/RECLEAN
PREHEAT/REHEAT
PRECOOK/RECOOK
UNREST

SYLLABLES

DIN NER
DIF FER ENT
A MER I CAN
AU TO MATIC
PER MA NENT
MO LAS SES
CAR A MEL
CON DI TION ERS
(SENTENCES WILL VARY)

WORD PATTERNS

END	EAN	EAT
LEND	BEAN	BEAT
MEND	DEAN	FEAT
PEND	GLEAN	MEAT
REND	JEAN	NEAT
TEND	LEAN	PEAT
VEND	MEAN	SEAT
	WEAN	WHEAT

COMPREHENSION QUESTIONS

THEY WENT TO CHURCH, RESTED AND VISITED FAMILY. NOW PEOPLE CLEAN HOUSE, SHOP OR GO TO THE MOVIES.
SHE WASHED ON A BOARD. TODAY THEY HAVE AUTOMATIC WASHERS.
SHE MADE REAL MOLASSES CANDIED APPLES. NOW THE APPLES ARE COVERED WITH CARAMEL.

FEATURE STORY

A NEW BEGINNING

ANSWER KEY

FEATURE STORY

A NEW BEGINNING

IRENE BASILE

ANSWER KEY

CAPITALIZATION

United States
Po Valley
American
Italy
Italian
Georgia
Alabama
Arkansas
North and South Carolina
Philadelphia

ABREVIATIONS

G.A.
Ar or Ark.
SC or S.C.
PA or Penna.
Al or Ala.
NC or N.C.
NJ or N.J.

WHAT DOES IT MEAN?

B
A
A

FROM THE STORY

D

BEGINNING SOUNDS

ANSWERS MAY VARY -
CHECK STORY FOR WORDS GIVEN

ENDING SOUNDS

ANSWERS MAY VARY
CHECK STORY FOR WORDS GIVEN

RHYMING WORDS

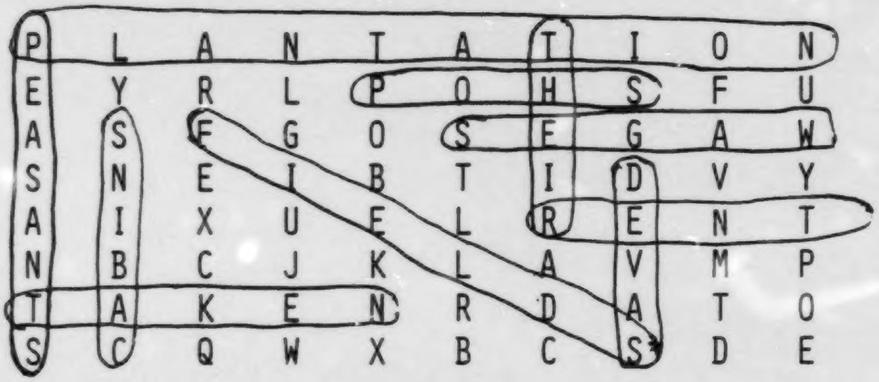
BORN
PICK
SIX
BROUGHT
COST
MAN
FARM

ADDING "ER"

WORKER
SENDER
SHOPPER
EARLIER
READER

KEEPER
PICKER
RENTER
HIGHER
HELPER

WORD SEARCH



P	L	A	N	T	A	T	I	O	N
E	Y	R	L	P	O	H	S	F	U
A	S	F	G	O	S	E	G	A	W
S	N	E	I	B	T	I	D	V	Y
A	I	X	U	E	L	R	E	N	T
N	B	C	J	K	L	A	V	M	P
T	A	K	E	N	R	D	A	T	O
S	C	Q	W	X	B	C	S	D	E

SEQUENCE (IN ORDER)

D
C
B
A

THE RIGHT WORD

FOR
THEIR

SUBJECT AND VERB

RENT	WAS
MOST	WERE
FAMILIES	LIVED

COMPREHENSION QUESTIONS

THE HIGH PRICES IN THE STORE AND THREATS BY THE PLANTATION OWNERS HELPED TO KEEP THE WORKERS PRISONERS.

THE OWNERS WANTED MARRIED MEN BECAUSE THEY WERE LESS LIKELY TO RUN AWAY TO THE NORTH.

THE OTHER CHILDREN WERE BORN IN ITALY.

FIGURE IT OUT

B

C

DO YOU KNOW?

A

C

B